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AUTHOR	Harris, Jasper W.; And Others
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ABSTRACT

Presented is the final report of a 4-year project to develop and evaluate a prototype program for training special education consultants who are qualified to assist school personnel and parents in remediating academic and social behaviors of handicapped children in the Kansas City (Missouri) area. An overview and introduction are provided in the first two sections which cover background, objectives, and elements of the training program. Section III on the development of the program offers information on the masters and doctoral degree components, skill areas, the financial plan, and vitae of program staff. Major activities and accomplishments for each year are noted in section IV to include selection of masters and doctoral trainees, evaluation of the program, and seminars for both part-time and full-time students. Reviewed in section V on the training program are the development of the consulting teacher's role description, the course sequence for the 4-year program, the types of workshops offered, information on the Learning Activity Package, procedures for individualized programing, and other activities (such as international, national, state, and local presentations). Validation of the training component is the focus of section VI which provides 12 case studies illustrating a variety of problems referred for remediation and the various remediation approaches. A final section on the summary, conclusions, and recommendations offers a brief discussion of the project's success. Approximately half of the document consists of appendixes which include sample student-teacher referral contact forms, a copy of the Diagnostic Educational Test Battery, the classroom management suggestions packet for in-servicing, regulations and requirements for doctoral students, enrollment information and schedules for master level students, and a thesis guide for the consulting teacher training program. (SBH)

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This document was prepared

by

Jasper W. Harris

Sally S. Lorenz

Herbert J. Rieth

A special note of appreciation is extended to Carolyn Anderson, Secretary, without whose efforts this task would not have been possible.

Preface

Final reports are intended to convey to the reader a description of the research methodology employed, training format utilized and the results attained. While this staff is concerned with these objectives, the nature of this special project, which combines the special talents of the Department of Special Education and the Department of Human Development of the University of Kansas staff and the resources of three public school districts, demands a rather unique reporting format. In an attempt to communicate the many facets of this model, this report will delineate the program components, its evaluation, its acceptance as a consulting model as well as the major activities and accomplishments of participants and staff, data collection, publications and dissemination activities of staff and trainees.

The Staff

R. Vance Hall
Jasper W. Harris
Herbert J. Rieth
Rodney E. Copeland
Sally S. Lorenz
Richard G. Fox

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The consulting teacher trainees and graduates deserve considerable praise for having undertaken a new training sequence for a much needed role in the public school system. The many obstacles that both the staff and trainees overcame is a credit to those involved. The trainee participants were as follows:

I. M.S. Students who have graduated

1. Jill Brake - Spec Ed
2. Cynthia Winstead - Spec Ed
3. Cynthia Montgomery - Spec Ed
4. Lynda Wade - Spec Ed
5. Barbara Terry - Spec Ed
6. Ersaline Porchia - Spec Ed
7. Marjorie Walker - Spec Ed
8. Mary Collins - Spec Ed - Secondary
9. Pat Bergmann - Spec Ed
10. Nelda Kibby - Spec Ed
11. Joyce Jones - Spec Ed

II. Doc Students who have graduated

1. Marilyn Clark - Spec Ed
2. Jeane Crowder - HDFL
3. Ace Cossairt - HDFL
4. Ron Brown - HDFL

III. Masters Students with only Thesis remaining

1. Judy Estes - Spec Ed
2. Shirley Noble - Spec Ed
3. Karen Fayman - Spec Ed
4. Scott Johnson - Spec Ed

IV. Doc Students with only Dissertation remaining

1. Joe Meyers - Spec Ed
2. Jerry Wyckoff - HDFL

V. Part-time Second Year Students

1. Geraldine Jackson - Spec E
2. Juanita Lange - Spec Ed
3. Debbie Rowles - Spec Ed

VI. New Students (Part-time)-M.S.

1. Judy Smith - Spec Ed (Tecumseh)
2. Carol Marinovich - Spec Ed
3. Gail Newton - Spec Ed
4. Louise Parker Cline - Spec
5. Elaine Shumate
6. Mamie Kieth

Perhaps the greatest indebtedness is due to the Department of Special Education staff of the University of Kansas for many of the supportive core courses offered; to the Kansas City, Kansas School District, Shawnee Heights Unified School District and the Shawnee Mission School District for the practicum settings provided, and finally to the Bureau of Child Research for the facilities made available and other in-kind contributions provided.

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Purpose of the Program

The purpose of this special project was to develop and evaluate a prototype program for training special education consultants who will be qualified to assist school personnel and parents in remediating academic and social behaviors of handicapped children in either "special" or "regular" class settings and in the home. The trainees were selected primarily from educators in Kansas City, Kansas. The special project was expected to fulfill an expressed need in the school districts in and around Kansas City, Kansas for providing services to handicapped children by increasing the number of trained consulting specialists in the public schools who in turn will provide leadership and training to school personnel and parents (especially those in the inner-city) of handicapped learners. It was also expected that the model developed would be replicable and would be economically feasible to be adopted widely. Our Responsive Teaching Model which has been implemented in many schools (Wyandotte, Johnson and Shawnee Counties) has demonstrated that the classroom procedures developed to deal with academic and social behaviors are readily acceptable and useful to classroom teachers in dealing with handicapped learners. The development of a planned training sequence for masters and postmasters trainees was also implemented and evaluated in consultations with university, school district, and training candidate personnel.

THE
CONSULTING
TEACHER
PROGRAM

I. Overview

Overview

This program was developed over the last four years to provide a model for training, and evaluating the training and effectiveness of consulting teachers. The objective was to develop a model to train consulting teachers who would in turn train regular classroom teachers to manage the academic and social behaviors of handicapped children enrolled in regular classes. The intent was to provide maximally effective and efficient programming for handicapped students within the educational mainstream (Dunn, 1968 and Lilly, 1970). A goal of this nature involves special skills on the part of the consulting teacher. Skills in "needs assessment", task analysis, criterion-reference testing, evaluation of deficit learning areas, development of learning prescriptions and performance criteria, on-going evaluation of student progress, development of feedback systems for students, parents and teachers are just a few of the many skills deemed mandatory for consulting teacher mastery.

However, the major focus of activities over the four years was on the development of training objectives, training activities, program implementation and evaluation strategies. The development of the training program entailed the development of objectives that incorporated the latest data-documented technology which utilized procedures that were observable and measureable. Feasibility of attaining these objectives was another relevant dimension that the staff was required to address because of the need to develop the program within an existing Department of Special Education and School of Education. These factors also influenced the training provided because again this had to be done within the constraints of existing departmental structure and with limited staff and opportunities to generate numerous new course offerings. However, through months of public relations work we were able to incorporate many of the necessary viable program components into the already established course offerings. Those components that were not inculcated were addressed in the weekly seminar sessions over a two semester period.

The complexity of developing the training program was increased by the fact that the State of Kansas did not have an existing certification category to provide certification for the trainees. For this reason, it was encumbant upon the staff here with the support and influence of the Department of Special Education to spearhead a task force to develop such a certification designation for the consulting teacher model. To date, consulting teacher certification is about six months away. In addition to this effort, the staff was also compelled to incorporate strategies into the training program that allowed the demonstration of the effectiveness and utility of consulting teachers for the local education agencies. With the State mandate that every school district provide services to all Learning Disabilities students within the state, it was not difficult to demonstrate the effectiveness and utility of having consulting teachers support the efforts of regular classroom teachers in meeting the needs of handicapped students. Since many of the regular classroom teachers lacked skills in teaching students who possessed many of the handicaps, now found in their classrooms, all of the local school districts pursued and welcomed our consulting teacher trainees even before their training had been completed.

The other major focus of the project over the past four years has been the development of the evaluation component. This component was designed not only to evaluate the attainment of the various training objectives but to evaluate the effectiveness of the trainees once they began functioning as consulting teachers. An entire section is devoted to this concern for we are of the opinion that program evaluation and validation help determine program effectiveness.

The following chapters will consist of content which will provide a detailed description of the activities, products and data that have accrued over the past four years.

II. Introduction

Introduction

Background

A variety of intervention strategies have been employed to meet the problems of the "handicapped" child. One is the self-contained special education class. Although many strategies may have been helpful and supportive in developmental work in the past (Kirk, 1964; Galvin and Quay, 1969), we are now at the point where we must take new steps. In solving the original problems in special education, new problems have been revealed. These new problems demand new solutions.

Researchers, including Lilly (1970) and Dunn (1968), have said that there is no need to explore the limitations and liabilities of special class services. Viable, alternative service structures are now needed to serve handicapped children in regular school classrooms.

In 1965, the Juniper Gardens Children's Project was established in the inner-city area of Kansas City, Kansas by the University of Kansas Bureau of Child Research. This demonstration, training and research project was designed to develop procedures for remediating the learning and behavior problems of handicapped learners from depriving environments.

Members of the Juniper Gardens Children's Project Staff have conducted research over the past ten years designed to develop and validate new techniques for dealing with inappropriate behaviors and to increase academic performance of children in both "regular" and "special" classrooms. (See e.g. Hall and Broden, 1967; Hall, Lund, and Jackson, 1968; Clark, Lachowicz, and Wolf, 1968; Broden, Hall, Dunlap, and Clark, 1970).

As a result of the interest generated by this pilot research, a University of Kansas class was formed to teach teachers, counselors, principals and school psychologists to use Responsive Teaching in their classrooms and schools.

Problem and Objectives

The school population in and around Kansas City, Kansas is no exception. Thus, it is estimated that in the Kansas City, Kansas Public School District of 34,000 there are approximately 3,400 handicapped learners.

Because of limited budgets, facilities and staff, however, only 800 such children are presently being served in special education classes.

In the nearby Shawnee Heights Unified District (which services a rural area) only 31 or an estimated 220 handicapped learners out of a total school population of 2,200 are served in special classes.

While the needs of the mainstreamed students are many, the special skills required to deal with these needs are not generally demonstrated by the classroom teachers, whose responsibility it is to educate these students. These deficit teaching skills (needed to ameliorate the mainstreamed student's learning problems) are not generally to be found in the training sequence of regular classroom teachers. With this deficit in training as displayed by both regular and special class teachers, the consulting teacher training program was uniquely valuable. For if we were to attempt to train every teacher directly in behavioral management as well as curricula skills, we would be twenty or thirty years in the process and would have reached only a very few teachers and students. But with the consulting teacher model, we were able to train "well" a select group of individuals who in turn were able to do in-servicing at a number of buildings, as well as train regular and special class teachers through sharing assessment and remediating procedures via those students referred from the respective classrooms. Through this approach the consulting teacher served approximately ten schools, worked with ten to fifty teachers per school and served approximately one hundred students directly and indirectly per semester. However, since only about ten to fifteen percent of the consulting teacher's time was spent in a one to one relationship with a referred student, the regular or special class teacher was responsible for carrying through on the academic or behavioral program, designed by the consulting teacher.

Once these skills were applied to several students in a class, the teacher was better equipped and often encouraged to apply this technology appropriately to the other students in the classroom. With this approach one Consulting Teacher was able to reach over two hundred students directly, approximately twenty to fifty teachers directly, and over 1,000 students indirectly through teacher in-servicing. If you multiply the efforts of one teacher times ten consulting teachers, what better way to modify inappropriate behaviors and increase academic achievement on a system-wide basis.

Thus, the main objective of the project was to provide trained consulting specialists to provide both direct and indirect services to handicapped children (e.g. commonly labeled or defined as emotionally disturbed, learning disabled, educable mentally retarded, etc.) who are placed in regular classes, special classes, clinics, residential centers and the home.

The trainees included a number of candidates who continued their graduate training and received a master's degree. A smaller number of candidates opted to continue their training at the post master's level.

A secondary or "spin-off" effect of the program was an increase in skills on the part of teachers, counselors, principals and parents who were helped to modify the academic and social behaviors of handicapped children.

The emphasis of the program centered around responsive teaching as an approach to remediating the special behavior and learning problems of the handicapped child. The approach centered around procedures designed to assess current levels of social and academic behaviors and systematic techniques to bring those behaviors to desired levels. Therefore, little emphasis was placed on labeling the child exhibiting the behavior or behaviors of concern. Nevertheless, Responsive Teaching techniques have been shown to be successful in improving the behavior of handicapped children diagnosed as brain-injured, autistic, mentally retarded, emotionally disturbed, and learning disabled. Children from all these diagnostic categories are included in the studies which resulted in the development of the Responsive Teaching model.

Therefore, even though labeling children was not an emphasis of the proposed program, the children served in both special and regular classes were children who exhibited the behaviors of handicapped children who had been labeled learning disabled, emotionally disturbed, and/or mentally retarded, etc. A large proportion of those served were so categorized during their school careers.

Central to both the research and the curricula components was the Responsive Teaching model approach which, though, heavily research oriented, encompassed behavioral and academic assessment and remediation strategies.

Elements of the Training Components

Responsive Teaching uses an applied behavior analysis approach as its central feature in the training of teachers and parents. Responsive Teaching is a program which allows teachers and parents to apply research tactics to investigate procedures for dealing with learning and behavior problems. The basic elements of the approach are:

1. The observation and measurement of behavior using direct measurement of permanent products, event recording, time sampling, duration and Placheck procedures.

2. Checks on the reliability of observation using a second observer and a comparison of their independent simultaneous observation records.

3. Simple representation of data using conventional graphs or cumulative records.

4. The application of systematic experimental procedures based on a knowledge of learning theory (reinforcement, extinction, punishment, shaping, fading, etc.).

5. The use of applied behavior analysis research designs to demonstrate causal relationships between experimental procedures and their effects (reversal, multiple-baseline and changing criterion design).

The Acceptance of the Responsive Teaching Model

The original class opened the door to a widespread interest in learning to use the approach in dealing with the problems of children with academic and school behavior handicaps. Furthermore, the implementation of the Responsive Teaching Model resulted in studies investigating techniques and procedures which teachers can use in their own classrooms (e.g. Hall, Fox, Willard, Goldsmith, Emerson, Owen, Davis, and Porchia, 1971; Hall, 1971).

The participants in the course have been able to effectively and efficiently implement the methodology to change academic and social behaviors. The enthusiasm of the teachers (coupled with the specific objectives of the training program) caused area school districts to urgently request expanded and more intensive training for their teachers. In summary, then, the developments of this model in the Juniper Gardens Children's Project have provided three things which led the staff to the development of the Consulting Model.

1. A data base of validated research in the management of behavior in environments outside the structured laboratory.

2. A trained staff with proven skills in applied behavior management in classroom and community environments.

3. An evolved and validated model (Responsive Teaching) which can be employed by the staff to train other professionals and paraprofessionals in effective behavior management to solve the academic and social handicaps of children whose needs are not being met in "special" classes.

Method of Procedure

In this model we combined all the above components to provide a new way to help children with special educational needs.

The introductory Responsive Teaching course was offered by the University of Kansas, and was extended so that all school staff persons in the area would become acquainted with the technology and begin using these procedures in dealing with handicapped learners in their classrooms (Level I. SPED course number 777).

In addition, public school staff members interested in further training were given the opportunity to extend their knowledge and experience and gain expertise in participation and training of their colleagues by acting as group leaders (Level II, SPED Course Number 970).

From among the Level II group selected participants received further training which resulted in a masters degree and equipped them to fill consulting roles in their various schools and districts to help provide on-the-job or in-service training of district personnel. They also gained consulting experience in working with parents of handicapped learners and in training them to use Responsive Teaching techniques with their children (Level III, See course listings).

Doctoral level training included the development of skills in teaching teachers of the handicapped research, planning and conducting in-service workshops, planning and evaluating interrelated training programs and a dissertation research project related to the education of handicapped learners (Level IV, See course listings).

Interrelated Courses

In accomplishing this viable program we developed a new interrelated course sequence in the field of special education which encompassed the important components of special education, school administration, and Human Development and Family Life both at the Masters and Doctoral level. At the masters level, special education consultant trainees selected from among those with successful experience as professional educators, received the viable experiences necessary for them to assist school personnel and parents in remediating academic and social behaviors of handicapped children in either "special" or "regular" class settings and in the home. Practicum sites were selected partially from cooperating school districts in urban, suburban, and rural school facilities. Additional practicum sites were selected from cooperating school districts whose administrators and teachers expressed a need for service.

The practicum teachers were selected from those educators who had taken the basic course, SPED 777 and were familiar with the systematic procedures of our Responsive Teaching Model. Since over 2,000 teachers, administrators, school psychologists, counselors, and parents had taken the basic course (SPED 777), it was not difficult to find suitable practicum sites.

The doctoral level practicum included more intensive involvement in teaching the basic course, coordinating the participation of group leaders and in-service consultation with the teachers and other district personnel regarding the education of handicapped learners.

III. Development of Program

Development of the Program

The Department of Special Education has shared with the Bureau of Child Research, and the Department of Human Development and Family Life a history of developing and implementing service programs for handicapped children, the preparation of professionals, and the initiation of relevant child oriented research. A common element in these shared efforts has been the continuous refinement of applied behavior analysis principles and practices. In addition, these three administrative units have cooperatively participated in obtaining external funding for the support of interdisciplinary activities in the Mental Retardation Centers, and the University Affiliated Facilities. Staff and faculty members associated with the three units have also served on student program committees, and have often shared dual academic appointments. Dr. Vance Hall, Project Director of the DPP/BEH special project for consulting teachers, is but one example of this long and continuous inter-unit relationship.

For several years prior to the funding of this special project, Dr. Hall taught a course which was required of special education master's level students. The course, which is still offered, focused upon classroom management practices and procedures. Hundreds of special education students completed the course as a part of their Kansas certification requirements for teachers of exceptional children. Many of these former students, as a function of their initial training and subsequent professional experiences, perform consulting functions as teachers in both regular and special learning environments.

It was both logical and necessary to expand the scope and depth of training to include elements specifically focused upon the role of a consulting teacher. Because Dr. Hall's other responsibilities were directly related to his contributions to the Department of Special Education, it was possible to conceptualize and develop a plan for training consulting teachers. This plan was formalized in a proposal submitted by the Department of Special Education which was approved and funded by the DPP/BEH. Dr. Hall served as the project director for the duration of the federally supported activities.

At the present time this innovative consulting teacher program is an integral unit within the Department of Special Education. Most students complete the classroom management course as a part of the general degree and certification requirements for a teacher of handicapped children. Those students who decide to concentrate upon preparing for a consulting teacher role in the public schools usually possess the master's degree, are certified in an area of handicapping conditions, e.g., LD, ED, MR, etc., and have teaching experiences. The current Departmental plans are to refine the program and role of the consulting teacher to include strong components of curriculum development, communication skills, as well as the behavior management procedures validated by the project. For some students, this program may culminate in the Specialist in Education Degree.

After our program was unanimously approved by the graduate council, we set out to recruit trainees and to promote our program locally and on a state-wide basis. Implementation activities began immediately after the approval of the grant, with the selection of masters and doctoral trainees. The selection process was initiated by a selection committee consisting of all project staff. Areas considered were on the job observation of the applicant, review of transcripts of previous academic work, personal interviews, and where applicable, examination of previously completed Responsive Teaching studies.

Eleven masters and four doctoral student trainees were accepted into the program. Each student was given an advisor, assigned a degree committee and involved in outlining a degree program. (Supplementary information on first year activities and accomplishments will be found in Chapter V).

Our first efforts locally centered around three school districts associated and committed to this project; the Kansas City, Kansas Public School District, the Shawnee Mission School District and the Shawnee Heights Unified School District. All three districts not only supported the project in terms of practicum sites and supervisory personnel, but they also recommended outstanding candidates to be considered for trainee openings.

The Masters Degree Component

Since we were not notified until mid summer (1972) that our grant had been funded, all of our first year masters students were part-time students. Those selected were uniquely qualified in that they had taken the basic behavior modification course, SPED 777 and had been doing academic type research in their own classrooms for two years prior to entering the program. The one person who provided this research environment for most of the selected masters students was Dr. Ron Brown, principal of Bryant Elementary School and a past doctoral student in this program. Since these students were part-time, it took them two years to complete the program. However, since they had access to their respective classrooms, a lot of basic research utilizing various unique procedures were implemented and finalized.

After the first year of the program, there was a state mandate that every school district in Kansas to provide services to all Learning Disabled students. That mandate could not have been more timely, because right away, the Director of Special Education for the Kansas City, Kansas District employed eight of our ten masters trainees for those positions even though they had only provisional certification. His reason being, our trainees were so well trained and knowledgeable in the field of L.D. What a fine reinforcer this was for our trainees.

During the third year we recruited four full-time masters students and three part-time students. The part-time students' program was identical to that of the previous years part-time students program. However, the full-time students brought a new dimension to program planning. Since all of the graduate courses were offered in the evening, this gave the full-time students the entire day for visitations and practicum involvement - a luxury not experienced by the part-time students. During the first semester the full-time students spent half a day with a self-contained L.D. teacher, teaching, assessing and prescribing for students. During the second semester, the full time students spent their half day paired with one of the DARTs (Diagnostic and Resource Teacher) - which is the name selected for the Consulting Teaching in the Kansas City, Kansas Public Schools. This was a unique opportunity for the trainees, for they began developing consulting skills and confidence in the area of endeavor they were preparing for. All of the full-time candidates and two of three part-time candidates of the third year are functioning as Darts or consulting teachers in the Kansas City, Kansas School District or in the Shawnee Mission School District.

The program has been so successful and has received so many raves in the greater Kansas City Area that we currently have six new students who, though receiving no stipend as did the previous trainees, are happy to be a part of the program with almost absolute assurance of an appointment to the Consulting Teacher team in one of the school districts heretofore mentioned.

Since the Consulting Teacher designate is not a State reimbursable item for school districts, and since our Darts and/or Consulting Teachers were subsequently employed as itinerant L.D. teachers, it was encumbant upon them to complete nine additional hours for permanent L.D. Certification. This arrangement was another particular corp for the program, since we were fortunate in getting the L.D. Area to certify our interrelated practicum components as L.D. Practicums. Arrangements of this nature were due primarily to the performances of our trainees and the fine reputation they built up across the community. To date, all of our masters trainees are pursuing the additional hours mandated for permanent L.D. Certification.

In addition to the fine support we have received from the Learning Disabilities Area, the Department of Special Education has provided some staff support by making our program an addendum to the Block Grant which is funded through the Bureau of Education for the Handicapped. Again, indicating the importance of the contribution made by our trainees and graduates to the field of education.

The Doctoral Degree Component

The doctoral students came into the program with a wide diversity of attributes and training. Some came from a school background, mental health background, psychology background or an administrative background. These students received an extensive indoctrination in research strategies, as well as some training in curricula and materials or in whatever area that appeared to be a deficit in past training. But their primary training was for leadership roles as directors of programs for school districts or for professorships in colleges and universities. (See doctoral level training).

The State Department

Since the program was funded, we have been steadily building our relationships with the State Department of Education. It has been an uphill battle primarily because, like the Special Education Staff, initially, they looked upon us in askance. But as our reputation grew we have continually invited and involved State Department of Education officials in the planning and implementing of program components. Involvement such as this is paramount if a new program is to gain acceptance across the state and nation. To date, the Consulting Teacher model is being considered for State certification in the State of Kansas.

Personnel

Central to every program is the personnel selected to administer it. The problems surrounding selection, however, can involve a multitude of factors if adequate guidelines and needs are not outlined initially.

In outlining our approach to staff selection, we first looked at the skill areas we were intent on developing in our trainees. After this process, we looked for those individuals on the staff and outside the staff who had the background of experiences and training necessary to give credence to the skill areas enumerated.

Those skill areas selected were rather broad and were varied but included the training components necessary for imparting the learning concepts needed for trainee success. The skill areas were:

A. Behavior Management skills - for both Social and Academic Problem areas:

    1. Use of reinforcement to increase target behaviors.
    2. Use of extinction procedures to decrease target behavior.
    3. Use of cost-contingency to decrease target behaviors.

B. Assessment Skills

    1. Standardized Tests
    2. Criterion Based Tests
    3. Direct Observation
    4. Teacher/Parent Observation

C. Evaluation Skills--based on assessment

    1. "translating" standardized tests
    2. "translating" criterion-based tests
    3. "translating" observational data

D. Skill in the Determination of Deficit Areas

    1. Concepts under each deficit sequenced in order
    2. Learning (Skill) objectives under each concept sequenced, in order

E. Skill in Setting Criteria for Acceptable Performance

F. Skills in Designing and Coordinating Materials to be used in Learning Task

H. Skill in Implementing Error Correction Procedures

I. Skill in Implementating Trial Prescriptions for Deficits

J. Skills in Designing Data Recording Systems, Recording Data

K. Skills in Evaluation of Data

L. Skill in Modifying Prescription, if needed (based on data)

M. Skills in Implementing Prescription Program(s)

  1. Teacher-Student 1:1
  2. Teacher-Small group
  3. Teacher-Large group
  4. Teacher-Whole class
  5. Tutor, Parent, Aide, Peer
  6. LAPs-Self-Management
  7. Boxed Approach
  8. Other

N. Skills in Designing, Providing Feedback Systems to Student, Teacher, Parent, Other Specialists.

Fortunately for us, we had a number of individuals on our staff who had strong backgrounds in behavior management technology as well as a strong background and training in the various curricula and materials area so necessary in the development of the various skill components enumerated.

In addition to the fine academic and experiential background of the staff, we were fortunate in having three staff members who held faculty appointments in both the Department of Special Education and the Department of Human Development. These staff members were especially instrumental in creating a congenial atmosphere for departmental harmony for acceptance of this new interrelated (Education and Applied Psychology) Masters of Scienc Program in Special Education for Consulting Teachers and the doctoral program in either education or psychology. Without their efforts much of what has been accomplished in these four years would not have been possible.

Following is a list and experiential description of the professional staff involved in implementing the Consulting Teacher Training Program and an enumeration of their program responsibilities.

Personnel

Professional Staff

R. Vance Hall, Director: Dr. Hall is a former elementary teacher, former principal of the University of Washington Pilot School for Brain-Injured and Retarded; Coordinator, and Director of Inappropriate Classroom Behavior Research for Juniper Gardens Children's Project, Professor of Special Education and Human Development and Family Life, University of Kansas, and Research Associate, University of Kansas Bureau of Child Research. Dr. Hall had primary responsibility for overseeing the development of the proposed planning project. He took major responsibility for developing an approved academic program in the interrelated areas in the Department of Special Education and interrelated areas for students in Human Development and Family Life and School Administration.

Jasper Harris, Project Coordinator: Dr. Harris has been a teacher and an administrator in schools of an inner-city nature similar to that in Kansas City, Kansas where most of the program has been carried out. For the past two years he has helped develop the Responsive Teaching Model training course for teachers of handicapped children. During the past year he has helped teach sections of the course to both elementary and secondary level teachers. He has carried out research during the past year related to how behavior modification procedures can be adapted to teaching the handicapped at the secondary level. Most recently, he has done pilot research in training parents of special education students in responsive teaching techniques. Dr. Harris was responsible for coordinating the planning project, supervising the budget, acting as liaison between the school district, coordinating the selection and recruiting of those who participated in the training programs, and making sure that all deadlines and requirements of the planning project are met.

Herbert J. Rieth, Co-Evaluation Coordinator: Dr. Rieth has been a School Psychologist, Consultant and Coordinator of Special Education and is currently Director of Special Education for Shawnee Heights Unified School District. His special interest and concern in this position has been handicapped children. Dr. Rieth assumed the major responsibility for developing and supervising the evaluation components of the training project. This included evaluation of both the short-term and long-term effects of the training program on the behavior of the participants as well as the evaluation of the effects of the handicapped children they serve. In addition, Dr. Rieth played a primary role in developing the training program as it relates to the school psychologist, and in supervising the practicum experiences of teachers in the Shawnee Heights Unified School District in Tecumseh.

Richard Fox, Practicum Coordinator: Mr. Fox's undergraduate training was in special education for the mentally handicapped. His graduate training in special education was in the area of emotionally disturbed at Western Michigan University. He has wide experience in applying behavior modification techniques in classrooms for mentally handicapped, emotionally disturbed and delinquent youngsters. This experience has been divided between public schools and institutional settings. Mr. Fox completed his doctoral program after the first year of the program and is now an Assistant Professor at the University of Wisconsin at Milwaukee. His Coordinator responsibilities were taken by Ms. Sally Lorenz.

Sally Lorenz, Practicum Coordinator: Mrs. Lorenz's graduate training in Special Education emphasized a non-categorical approach to teaching handicapped children. She has been a special education teacher in the public schools, a director of a preschool for handicapped children, a college instructor for special education teachers and a Practicum Coordinator for Consulting Teachers. She has instructed special educators, speech therapists and school counselors on the use of behavior modification techniques in the classroom. She has designed and taught teachers how to design programmed learning materials based on an analysis of a specific concept. Another area in which she has had experience is in the area of evaluating curriculum and materials. Mrs. Lorenz was responsible for coordinating practicum experiences for the program participants and served as trouble shooter in situations which required special expertise in behavior modification techniques and programmed materials suitable for handicapped learners. She also supervised the trainees research projects.

Rodney Copeland, Parent Practicum Coordinator: Rodney Copeland's undergraduate training was in special education for the handicapped. Since completing his undergraduate program Dr. Copeland has been a teacher an a school psychologist. Since completing his doctoral program in Human Development and Family Life at the University of Kansas, Dr. Copeland has done research concerned with operant procedures as they relate to special education and improved classroom practice. He also has been actively involved in training special education teachers and parents in behavior analysis. His current position is Director of the Learning Center at Juniper Gardens Children's Project where he directs a program for training paraprofessionals. His experience and expertise in behavior management and curriculum materials was invaluable for this project. Dr. Copeland was responsible for coordinating the practicum experiences for the program participants and served as a behavior modification consultant to the participants as well as assisted Dr. Rieth in program evaluation.

Facilities

The Juniper Gardens Children's Project facilities were used to carry on the administration and evaluation of the proposal. The Juniper Gardens Project has been functioning for a period of ten years in the northeast area of Kansas City, Kansas. There are 1,428 square feet of space available in the basement of a building at 2021 North Third Street with ample equipment such as Xerox machine, typewriters, desks, calculators and other supplies available to assist personnel involved.

Since the 1,428 square feet of space in the basement of 2021 North Third Street alone was not sufficient to house the new personnel, additional space was secured at the Juniper Gardens Community Center at the 1979 North Second address. This additional 900 square feet provided the added space needed to accomodate the masters and doctoral students in the program.

In addition to the space and resources available at Juniper Gardens, the special education offices and supportive staffs of Don Lamb, Director of Special Education of Kansas City, Kansas Public Schools, Jerry Wyckoff and Marilyn Clark of the Shawnee Mission Unified District were available.

These districts and the Shawnee Heights Unified School District also provided the special education and regular classroom facilities which housed the children with academic and social behavior handicaps.

Finally, the technical resources and facilities of the University of Kansas Children's Rehabilitation Unit, the Department of Human Development and Family Life and the Bureau of Child Research were available for implementing the program. The facilities included technical advice and support from the Department of Human Development, fiscal grants management support from the Bureau of Child Research, and support in print and audiovisual mediation from the Bureau and the Kansas Center for Human Development.

Partial support in terms of salary also came from other sources. The following persons devoted considerable time in helping develop and implement the training program. Their salaries were paid from local or University sources:

Kansas City, Kansas Public Schools

Donald Lamb, Director of Special Education
Bertram Caruthers, Assistant Superintendent for Community Relations
Lowell Alexander, Princpal of Center for Trainable Retarded
Ronald Brown, Principal, Bryant School
Nolen Porchia, Principal, Grant School

Shawnee Mission Unified District

Jerry Wyckoff, Director Psychological Services
Marilyn Clark, Consulting Teacher
Lois Cox, Consulting Teacher
Bill Vick, Principal, Hocker Grove Junior High

University of Kansas Department of School Administration

Milo Stucky, Chairman

University of Kansas Department of Human Development and Family Life

Frances Horowitz, Associate Dean
Montrose Wolf, Professor
Todd R. Risley, Professor

University of Kansas, Bureau of Child Research

R. L. Schiefelbusch, Director

Financial Plan

To accomplish all that we, as a staff, had set as our training goals demanded a rather large budget. One that would enable us to bring and maintain on staff individuals who had proven training and expertise in the skill areas enumerated in the personnel and the practicum sections of this manuscript. Money was also necessary for trainee tuition which was most invaluable in recruiting outstanding candidates from in and around the Juniper Gardens Children's Project who, without a stipend, would have been unable to be in the program.

In addition to the staff and trainee components, monies were needed for the supplies and equipment necessary for implementation of the various training facets of the program. Also, monies were needed to bring in Consultants who assisted us in program development as well as lending an unjaundiced eye to our evaluation criteria. These consultant were especially important in the overall evolutionary aspects of the program.

The travel category was another supportive program financial item in that these monies provided in-state travel within the community and between the schools and between the University of Kansas at Lawrence. Funds from this category were also used for out-of-state travel for the purpose of presenting research at selected regional and national meetings.

A financial breakdown per year across categories follows:

Financial Plan (01 Year)

1. Costs During Prototype Years. (1972-73)

(A) Personnel 68,172

Director, R. Vance Hall	20%, 12 months
Project Coordinator, Jasper Harris	69%, 12 months
Co-Evaluation Coordinator, Herbert Rieth	25%, 12 months
Co-Evaluation Cordinator,	10%, 12 months
Parent Practicum Coordinator	5%, 12 months
Practicum Coordinator, Richard Fox	50%, 12 months
Secretary, Betty Smith	50%, 12 months
Secretary, Pearl Watson	50%, 12 months
10 Program Assistants	50%, 12 months

(B) Fringe Benefit Costs (FICA)

Retirement, Health Insurance, Unemployment Insurance	3,743
	71,915

(C) Other Direct Costs

Consultants	2,000
Travel	4,000
Supplies	2,000
Equipment	3,000
Other	2,000
Total Direct Costs	84,915
Indirect Costs: 8% TDC	6,793
Total Project Costs	91,708

2. Costs During Subsequent Years

A. 1973-74 -- 97,145
B. 1974-75 -- 102,962

3. Non-Federal Contribution and Cost Sharing

The amount of non-federal contribution and cost sharing was based on our audited instructional indirect cost rate. The rate for the University of Kansas is 61.9% of salaries and wages. Therefore, 61.9% of $69,543= $43,047 less indirect costs requested $7,195 = $35,852, which was the amount contributed by the University of Kansas.

Financial Plan Justification (01 year)

Non-Federal Contribution

The Public School Districts in Kansas City, Kansas, Shawnee Mission, Kansas and Tecumseh, Kansas pledged cooperation with our program and contributed the services, initially, of 10 teachers who supervised our trainees during their practicum experience in the public school classrooms. These teachers contributed an average of 25% of their time in the supervision of our trainees, such contribution supported by the State of Kansas through the various school districts exceeded $15,000 the first year which we listed as our local support. As the program expanded more teachers and administrators in the school districts became involved.

Personnel

The funds requested were those necessary to implement the program prototype and to carry out the proposed program of research in school intervention of handicapped learners. Funds were requested for partial support of all the staff and program assistants who directed and implemented the various components of the training program prototype.

For those positions in which only a portion of their support was requested, the remainder was provided by the University of Kansas, the school districts or other grant funds which covered training and service aspects of the program.

Consultants

The amount requested for consultants was the amount necessary to bring in outside persons with expertise in the area of applied behavior analysis applications in school settings such as those listed on the advisory board.

Equipment

The equipment requested was necessary to carry out the research projected in school settings. The tape recorders were used to monitor the parent home tutoring sessions. The adapters allowed their use with or without batteries. The stopwatches were necessary for in-class observation using interval, duration or time-sample procedures. The visual readout electronic calculator was used for computing data while the printed readout calculator was used for simultaneous recording of different categories of data during in-class observation sessions.

Supplies

The amount requested for supplies was based on prior experience as to the research needs of the program and included provisions for incentive payments for the motivational research carried out at the secondary level, tapes and batteries for the tape recorders and print out calculators to be used in conjunction with the home tutoring research and for classroom observation, for graph paper, tac type and other materials used in preparing data for presentation.

Travel

The requested support for in-state travel was to be used for necessary travel within the community and between the schools and between the KU Medical Center, and the University of Kansas at Lawrence, a distance of 40 miles. Out-of-state travel was requested for the purpose of presenting data at selected regional and national meetings.

Other

Support was requested for long distance phone service, for duplicating services and publication costs, computer time, keypunch rental and other miscellaneous services related to repair of research equipment, etc.

Financial Plan (02 year)

1. Costs During Prototype Year 02 (1973-74)

(A) Personnel 69,543

Director, R. Vance Hall	20%, 12 months
Project Coordinator, Jasper W. Harris	80%, 12 months
Co-Evaluation Coordinator, Rodney Copeland	25%, 12 months
Co-Evaluation Coordinator, Herbert Rieth	25%, 12 months
Practicum Coordinator, Richard Fox	50%, 12 months
Secretary, Betty Smith	50%, 12 months
Secretary, T.B.A.	50%, 12 months
15 Program Assistants	50%, 12 months

(B) Fringe Benefit Costs (FICA, Retirement, Health Insurance, Unemployment Insurance) 6,707

Subtotal 76,250

(C) Other Direct Costs

Consultants	2,000
Travel	4,500
Supplies	5,000
Equipment	200
Other	2,000

Total Direct Costs	89,950
Indirect Costs: 8% TDC	7,145
Total Project Costs	97,145

2. Costs During Subsequent Years

1974-75--102,962

3. Non-Federal Contributions and Cost Sharing

The amount of non-federal contribution and cost sharing was based on our audited instructional indirect cost rate. The rate of the University of Kansas was 61.9% of salaries and wages. Therefore, 61.9% of $69,543 = 43,047 less indirect costs requested $7,195 = $35,852, which was the amount contributed by the University of Kansas.

Financial Plan Justification (02 year)

Personnel

The funds requested were those necessary to implement the program prototype in the second year and to carry out the proposed program of research in school intervention of handicapped learners. Funds were requested for partial support of all staff and program assistants who directed and implemented the various components of the training program prototype.

For those positions in which only a portion of their support was requested, the remainder was provided by the University of Kansas, the school districts or other grant funds which covered training and service aspects of the program.

Consultants

The amount requested for consultants was the amount necessary to bring in outside persons with expertise in the area of applied behavior analysis applications in school settings such as those listed on the advisory board.

Supplies

The amount requested for supplies was based on prior experience as to the research needs of the program and included provisions for incentive payments for the motivational research carried out at the secondary level, tapes and batteries for the tape recorders and print out calculators to be used in conjunction with the home tutoring research and for classroom observation, for graph paper, tac type and other materials used in preparing data for presentation.

Equipment

The equipment request was minimal. The amount requested was used to cover necessary replacement of existing equipment items considered supplies by the granting agency but considered equipment according to University of Kansas Medical Center guidelines. Replacement items included such things as stopwatches and counters used to record classroom behavior.

Travel

The requested support for in-state travel was used for necessary travel within the community and between the schools and between the KU Medical Center and the University of Kansas at Lawrence, a distance of 40 miles. Out-of-state travel was requested for the purpose of presenting data at selected regional and national meetings and necessary staff travel for observation of related programs or consultation with BEH staff.

Other

Support was requested for long distance phone service, for duplicating services, computer time, key punch rental and miscellaneous services related to repair of equipment, etc. which according to University of Kansas bookkeeping procedures were properly placed in their category.

Financial Plan
(Supplementary Funds)

On Sept. 13, 1973, we received additional funds in the amount of $10,312 on Grant Number: OEG-0-72-0253(603), Transaction Number 731 E 7141, Project Number H 11-9182 C. It was our understanding that this money could be used in any category of the grant prototype. We utilized these additional funds in the travel category for in-state travel within the community to various practicum sites, between the schools and between the University of Kansas Medical Center and the University of Kansas at Lawrence, a distance of 40 miles. Funds were also used for out-of-state travel for presentations at selected regional and national meetings and necessary staff travel for observation of related programs or consultation with BEH staff.

Too, some of the additional funds allotted were used for supplies, duplicating services, long distance phone service and other support activities listed under the "other" category.

But the majority of the additional funds were spent under the consultant category. These consultants were persons outside the project who have expertise in the area of applied behavior analysis applications in school settings. These individuals presented research data and ideas that were helpful and supportive to the continued functioning of the program as well as provided new research strategies for consideration this year.

On notification by BEH of the reinstatement of funds previously withheld for carrying out this year's program, a number of consultants were utilized to strengthen the training program and carry out its objectives.

During the summer session several consultants working in teacher training programs which emphasize performance objectives and an applied behavior analysis approach were brought in to advise the project staff and to work with the trainees. In addition, several persons from area school districts were utilized as consultants in planning for integrating the consulting teacher program in the public schools. Among the latter were Lowell Alexander, the Associate Director of Special Education for Kansas City, Kansas Schools and a principal, Ronald Brown, who has worked extensively with the staff in implementing programs and in planning how other principals and administrative staff may be actively involved.

Several others brought expertise from other areas where consulting-type programs have been initiated. Among these were Joseph Delquadri, representing the CORBEH program being developed by Hill Walker and his colleagues at the University of Oregon, Margritte Graves and Robert Mirman from the University of Vermont Consulting Teacher program, Hyram Henderson and Tina Rosen of Utah State and Louis Malenfant from Moncton, Canada who has helped institute a behavior analysis program through the University and schools in New Brunswick. Arrangements have been made to receive ongoing consultation from these persons throughout the remainder of the project program.

Financial Plan (03 year)

1. Costs During Prototype Year 03 (1974-75).

(A) Personnel 70,117

Director, R. Vance Hall	20%, 12 months
Project Coordinator, Jasper Harris	69%, 12 months
Co-Evaluation Coordinator, Herbert Rieth	25%, 12 months
Co-Evaluation Coordinator, Rodney Copeland	15%, 12 months
Practicum Coordinator, Sally Lorenz	50%, 12 months
Secretary, Betty Smith	50%, 12 months
Secretary, Pearl Watson	50%, 12 months
10-13 Program Assistants	50-100%, 12 months

(B) Fringe Benefit Costs (FICA) (14%)

(Retirement, Health Insurance, Unemployment Insurance	9,818
Subtotal	79,935

(C) Other Direct Costs

Consultant	3,000
Travel	4,000
Supplies	3,000
Equipment	3,000
Other	2,400
Total Direct Costs	95,335
Indirect Costs: 8% TDC	7,627
Total Project Costs	102,962

2. Non-Federal Contributions and Cost Sharing

The amount of non-federal contribution and cost sharing was based on our audited instructional indirect cost rate. The rate of the University of Kansas is 61.9% of salaries and wages. Therefore, 61.9% of $70,117 = 43,473, less indirect costs requested 7,627 = $35, 846, which was the amount contributed by the University of Kansas.

Financial Plan Justification (03 year)

Personnel

The funds requested were those necessary to implement the program prototype in the third year and to carry out the proposed program of research in school intervention of handicapped learners. Funds were requested for partial support of all staff and program assistants who directed and implemented the various components of the training program prototype.

For those positions in which only a portion of their support was requested, the remainder was provided by the University of Kansas, the school districts or other grant funds which covered training and service aspects of the program.

Consultants

The amount requested for supplies was based on prior experience as to the research needs of the program and included provisions for incentive payments for the motivational research carried out at the secondary level, tapes and batteries for the tape recorders and print out calculators to be used in conjunction with the home tutoring research and for classroom observation, for graph paper, tac type and other materials used in preparing data for presentation.

Supplies

The amount requested for supplies was based on prior experience as to the research needs of the program and included provisions for incentive payments for the motivational research carried out at the secondary level, tapes and batteries for the tape recorders and print out calculators to be used in conjunction with the home tutoring research and for classroom observation, for graph paper, tac type and other materials used in preparing data for presentation.

Equipment

The equipment request was minimal. The amount requested was used to cover necessary replacement of existing equipment items considered supplies by the granting agency but considered equipment according to University of Kansas Medical Center guidelines. Replacement items included such things as stopwatches and counters used to record classroom behavior.

Travel

The requested support for in-state travel was to be used for necessary travel within the community and between the schools and between the KU Medical Center and the University of Kansas at Lawrence, a distance of 40 miles. Out-of-state travel was requested for the purpose of presenting data at selected regional and national meetings and necessary staff travel for observation of related programs or consultation with BEH staff.

Other

Support was requested for long distance phone service, for duplicating services, computer time, key punch rental and miscellaneous services related to repair of equipment, etc. which according to University of Kansas bookkeeping procedures was properly placed in this category.

Staff Utilization of Year 01

Due to the complications regarding part-time students and the availability of personnel to carry out the project program, a number of revisions in time and committment to the program were necessary during the 01 year. In most cases this was reflected as an increase in committment of project staff and an increase in the number of Program Assistants most of whom devoted less than the 50% of the time projected in the original budget plan.

It was later projected that the committment of the Director, R. Vance Hall would increase from 20 to 25%; that of the Project Coordinator, Jasper Harris would remain constant, that of Co-Evaluation Coordinator, Herbert Rieth, would remain constant, that of Saul Axelrod was reduced to 10% since Dr. Axelrod was unable to accept a position on the staff, the percentage of Rodney Copeland was increased to 75%. Dr. Copeland assumed Dr. Axelrod's Co-Evaluation Coordinator duties for the remainder of the year and assumed increased responsibility for the supervision of trainees. The committment of the Practicum Coordinator, Richard Fox was also increased from 50% to 75% in order to help assume increased responsibility for processing data generated by the project.

The committment for Betty Smith, secretary remained constant while that of Pearl Watson, secretary, increased to 75% to more closely reflect the true amount of clerical assistance needed for the project, especially during the summer months when the trainees had a greatly increased need for clerical assistance.

As mentioned above, the committment of the Program Assistants varied widely; that of Glenna Copeland and Arminda Chavez was 75%, that of Ace Cossairt was 33% while that of the 15 remaining Program Assistants was approximately 10%. Included in this group was Ronald Brown, Marilyn Clark, Joseph Meyers, Lowell Alexander, Pat Bergmann, Mary Collings, Cynthia Winstead, Jill Brake, Linda Wade, Cynthia Montgomery, Barbara Terry, Ersaline Porchia, Scott Johnson, and Marjorie Walker.

It should be noted that all appointments were shown as a certain percent of time over the entire 12 months period of the grant. This generally reflects a true picture as far as committment is concerned. However, in some cases as with the clerical staff, persons were appointed for 100% time on other funds during the first part of the grant period. They then were transferred to 100% time on the project grant for the last part of the funding period. This was done in the interest of reducing administrative and clerical time and costs and confusion. This also explains why a relatively small proportion of personnel funds were expended during the first part of the grant year. This was balanced by an increased rate of spending in the remaining project year.

Staff Utilization of Year 02

Since the completion of the first and second progress reports, all activities slated and time committments designated were met as planned. All of the ten masters trainees completed their course work and eight of the ten completed their theses and had the Masters of Science Degree in Special Education conferred. The other two masters trainees completed their theses within the next month and had their degrees conferred in the Spring. Two of the doctoral students defended their dissertations this past summer and had their degrees conferred that October. Those two graduates, Dr. Ace Cossairt and Dr. Jeane Crowder have remained closely associated with the Juniper Gardens program. Dr. Cossairt directed a community research program for the Economic Opportunity Foundation for the City of Kansas City, Kansas. This research grant was funded by the Office of Education. Dr. Crowder received a three year grant from the Bureau of the Educationally Handicapped to train pre-school teachers in the inner-city area. Her progress in this training area proceeded smoothly. Our other three doctoral students, Marilyn Clark, Joseph Meyers and Jerry Wyckoff completed their course work this year, took comprehensive examinations, collected dissertation data, took written and oral comprehensives and subsequently defended their dissertations tantamount to completing their doctoral program by May, 1975.

Also, during the past academic year, our trainee graduates as well as our nine new masters trainees were exposed to consulting strategies, more sophisticated research technology and more indepth training in curriculum methods and materials through staff efforts. Our Practicum Coordinator, Sally Lorenz, was instrumental in developing a system for evaluating current curricula and materials for handicapped children with a wide range of learning problems. In this system evaluation is based on analyzing traditional curricula such as reading, mathematics, and language and isolating those functional concepts that are necessary for mastery of a skill.

To accomplish this and to provide the trainees with a strong liaison with the Juniper Gardens Learning Center where curriculum materials have been catalogued for trainee use, some classes were held in the center. The existence of such a center, headed by our Co-Evaluation Coordinator, Dr. Rodney Copeland, has produced a very valuable and viable vehicle for training our masters students. Too, Dr. Copeland and our other Co-Evaluation Coordinator, Dr. Herbert Rieth have been instrumental in helping us evaluate our total delivery system as well as examine the various training components such as implementation of behavioral principles by trainees, use of video equipment in training, feedback systems as well as recidivism rate among trainees as their behavior relates to the consulting teacher approach.

The Project Director, Dr. R. Vance Hall and the Project Coordinator, Dr. Jasper Harris have had as their major responsibilities coordinating the project, supervising some practicums, recruiting new trainees, meeting project deadlines as they pertain to progress reports and the office of the budget as well as working cooperatively with the Department of Special Education to assure the continuation of the program as an integral part of the department's Block Training Grant. Through their efforts the Department of Special Education requested continuation of the Consulting Teacher Program by requesting continuation funds from the Bureau of Education for the Handicapped through an addendum to the three year Block Grant.

Staff Utilization of Year 03

Our staff continued to develop new and viable consulting strategies especially as they pertained to access to classrooms and appropriate approaches to use when encountering a less than receptive teacher. We are in the process now of developing these procedures in an effort to develop more definitive data for inclusion into a book.

We have also been instrumental in developing a system for evaluating current curricula and materials for handicapped children with a wide range of learning problems. This system is unique in that evaluation is based on analyzing traditional curricula such as reading, mathematics and language and isolating those fundamental concepts that are necessary for mastering of a skill.

To facilitate these efforts, our established Juniper Gardens Learning Center continues to be supportive. Since there is a plethora of curricula materials catalogued there for trainee use, assessment and subsequent remediation of handicapped students deficits is a much easier task. As Director of the Learning Center and Co-Evaluation Coordinator of this grant, Dr. Copeland with the assistance of Dr. Rieth, our other Co-Evaluation Coordinator, have been instrumental in helping us evaluate our total delivery system as well as examine the various intricate training components. Some of these components involve implementation of behavioral principles by trainees, use of video equipment in training, feedback systems as well as recidivism rate among trainees as their behavior relates to the consulting teacher approach.

As was true in year 02, the Project Director, Dr. R. Vance Hall and the Project Coordinator, Dr. Jasper Harris have had as their major responsibilities coordinating the project, supervising some practicum experiences, recruiting new trainees, meeting project deadlines as they pertain to progress reports and the office of the budget during the 03 year. Since we have been successful in getting the program continued though at a much reduced support level, through an addendum to the Department of Special Education Block Grant, the program has flourished despite the lack of trainee stipends.

STAFF VITAE

VITAE INFORMATION

R. VANCE HALL

Date of birth: December 4, 1928	Sex: Male
Place of birth: Great Falls, Montana	Present Nationality: American

Educational Experience:

B.A., Central Washington State College, Education, 1951.
M.Ed., University of Washington, Education, 1960.
Ph.D., University of Washington, Education, 1966.

Other Training and Experience:

Elementary Teacher, 1951-55	Highline Public Schools	Robert Burges
Head Teacher, 1955-57.	253 S. 152nd	Asst. Superintendent
Elementary Principal, 1957-61; 63-64.	Seattle, Washington 98166	

Administrative Assistant to Director of Pilot School, University of Washington, 1962-63. (Dr. Charles R. Strother, Director - Experimental Education Unit, Univ. of Wn., Seattle, Washington)
Principal, Pilot School for Brain-Injured and Retarded, University of Washington, 1964-65. (Dr. Alice H. Hayden, Asst. Director - Experimental Education Unit, Univ. of Wn, Seattle, Washington)
Project Coordinator, Juniper Gardens Children's Project, Kansas City, Kansas, 1965-present. (R.L. Schiefelbusch, Director, Bureau of Child Research, Univ. of Kansas Lawrence, Kansas)
Research Associate, Bureau of Child Research, University of Kansas, 1965-73.
Assistant Professor, Education, University of Kansas, 1967-68.
Associate Professor, Education, University of Kansas, 1968-73.
Associate Professor, Human Development and Family Life, University of Kansas, 1969-present.
Visiting Professor, University of Vermont, Summer, 1969.
Research Associate, Kansas Center for Mental Retardation and Human Development, 1971-present.
Extension Professor, University of California at Santa Barbara, 1971-present.
Professor, Human Development and Family Life, University of Kansas, 1973-present.
Professor, Special Education, University of Kansas, 1973-present.

Fields of Present Major Scientific Interest:

Behavior modification; applied behavior analysis, teacher and parent training: applied research in schools, community, business and industry.

Supplemental Information:

Phi Delta Kappa.
American Educational Research Association.
Council for Exceptional Children.
National Education Association.
American Psychological Association.
Association for the Advancement of Psychology.
Chairman, City of Merriam Fair Housing Commission.

Supplemental Information continued:

Member, Board of Directors, Turner House, Inc.
Member, Board of Directors, Center for Research in Applied Behavior Analysis
Member, Board of Editors, Journal of Applied Behavior Analysis
Guest Editor, Journal of Experimental Child Psychology
Parent Teachers Association.
American Association of University Professors

Director or Co-Director of the Following Grants:

1. 1PO1 HD 03144-03 A Program of Research on the Development of Culturally Deprived Children. National Institute of Child Health and Human Development.

   Renewed 1972 Direct Costs 1967-72 = $ 773,000
   Direct Costs 1972-77 = $1,217,000

2. CG 8474 B/O Parent Cooperative Pre-School Nursery. Office of Economic Opportunity.

   Direct Costs 1968-70 = $ 100,000

3. Sumner High School Achievement Research Program (SHARP) University of Kansas Biomedical Sciences Support Grant 4401-4.

   Direct Costs 1969-70 = $ 4,000

4. An Academic Incentive Program for Talented Highschool Youth from a Poverty Area (OEG 7 72 006(509) #1G090)

   Direct Costs 1971-72 = $ 10,000

5. An Analysis of the Effects of a Responsive Teaching Program in Panama. Ford Foundation.

   Direct Costs 1972 = $ 7,465

6. A Program for Training Special Education Consultants who will be Qualified to Assist School Personnel and Parents in Remediating Academic and Social Behaviors of Handicapped Children. Bureau for the Educationally Handicapped (574185).

   Direct Costs 1971-72 = $ 40,000
   Direct Costs 1972-75 = $ 351,000

7. A Program for Training Community Paraprofessional Mental Health Workers. Funded for 5 years 1973-1978, (MH 13296).

   Direct Costs 1973-78 = $ 498,584

These grants indicate my role as Director of the community based research program titled the Juniper Gardens Children's Project, 1965- present.

My immediate supervisor is R. L. Schiefelbusch, Director, Bureau of Child Research, University of Kansas, Lawrence, Kansas 66045

Publications:

Hall, R. Vance. Entrance age--its effect on achievement of elementary school boys and girls. Washington Principal, 1961, 9, 3.

Hall, R. Vance. Does entrance age affect achievement? Elementary School Journal, 1963, 63, 391-396.

Hall, R. Vance. A study to determine the relation of entrance age to retention and academic achievement at the grade three and six levels. Administration Journal, 1964, 4, 74-81.

Hall, R. Vance and Broden, Marcia. Behavior changes in brain-injured children through social reinforcement. Journal of Experimental Child Psychology, 1967, 5, 463-479.

REPRINTED IN:

MSS Educational Publishing Company, Book of Readings on Special Education.

Ulrich, R., Stachnick, J., and Marby, J. (Eds.) Control of Human Behavior, Vol. II. Academic Press, New York, 1970, 136-145.

Roden, A.H., Klein, R.D., and Hapkiewicz, W.G. Behavior Modification in Educational Settings, Charles C. Thomas, Springfield, Illinois, in press.

Levin, G.R. Child Psychology: An Orientation. Brooks/Cole Publishing Co. in press.

Wolf, Montrose M., Giles, David, K., and Hall, R. Vance. Experiments with token reinforcement in a remedial classroom. Behaviour Research and Therapy, 1968, 6, 55-64.

REPRINTED IN:

Bushell, D., Burgess, R.L. (Eds.) Behavioral Sociology: Sociological Applications of Modern Behavior Theory. New York: Columbia University Press, 1969, 231-250.

Graubard, P. Children Against Schools. Chicago: Follet, 1968, 307-328.

Becker, W.C. An Empirical Basis for Change in Education. Science Research Associates, Inc.

Hall, R. Vance, Lund, Diane, and Jackson, Deloris. Effects of teacher attention on study behavior. Journal of Applied Behavior Analysis, 1968, 1, 1-12.

REPRINTED IN:

Becker, W.C. An Empirical Basis for Change in Education. Research Press, Champaign, Illinois, In press.

Publications con't

Karraker, R.J., and King, N.B. (Eds.) Custom-Made Books of Selected Readings. MSS Educational Publishing Co. New York, 1969.

Madsen, C.H., Jr., and Madsen, C.K. Teaching Discipline: A Positive Approach to Teaching. Ayllon and Bacon, 1969.

Wrightsman, L.S. and Sanford, F.H. (Eds.) Psychology: A Scientific Study of Man. Brooks/Cole Publishing Co., 1970, 398-400.

Lana and Rosnow Readings in Contemporary Psychology. Holt, Rinehart and Winston.

Harris, M.B. Classroom Uses of Behavior Modification, Charles E. Merrill Publishing Co., 1972.

Zubek, J.P., Brockman, L., and Whiteley, J. Child Development: Selected Readings. McClelland and Stewart, Toronto, Canada, in preparation.

Olson, R. D. Selected Readings for Educational Psychology. MrCutrhan Publishing Corporation, in preparation.

Ashem, B. and Poser, E.G. (Eds.) Behavior Modification with Children. New York: Pergamon Press, 1971.

Roden, A.H., Klein, R.D., and Hapkiewicz, W.G. Behavior Modification in Educational Settings. Charles C. Thomas, Springfield, Illinois, in press.

Hall, R. Vance, Panyan, Marion, Rabon, Deloris, and Broden, Marcia. Instructing beginning teachers in reinforcement procedures which improve classroom control. Journal of Applied Behavior Analysis, 1968, 1, 315-322.

REPRINTED IN:

Greable. Selected Academic Readings, Simon and Schuster, Inc. New York, 1970.

Rubedeau, D.O. and Heitzman, J.A. (Eds.) Behavior Modification Techniques for the Classroom, Ginn-Blaisdell Publishing Company, Canada, in press.

Madsen, C.H. and Madsen, C.K. Teaching Discipline: A Positive Approach to Teaching. Ayllon and Bacon, 1969.

Roden, A.H., Klein, R.D. and Hapiewicz, W.G. Behavior Modification in Education Settings, Charles C. Thomas, Springfield, Illinois, in press.

Olson, R.D. Selected Readings for Educational Psychology. MrCutrhan Publishing Corporation. In preparation.

Sjursen, F.H., Jr. Psychology and Everyday Living: A Book of Readings. Holt, Rinehart and Winston, Inc., in preparation.

Piper, T., and Haubrich, P. (Eds.) Classroom Management: A Behavioral Approach Selected Academic Readings. Simon and Schuster, Inc. New York, 1971, 4350-1 - 4350-8.

Publications con't

Hall, R. Vance. Classroom Discipline, SRA Extension Service Booklet, Science Research Associates Incorporated, May, 1969.

Broden, Marcia, Hall, R. Vance. Dunlap, Ann, and Clark, Robert. Effects of teacher attention and a token reinforcement system on study behavior in a junior high school special education classroom. Exceptional Children, 1970, 36, 341-349.

REPRINTED IN:

Ashem, B. and Poser, E.G. (Eds.) Behavior Modification with Children, New York: Pergamon Press, 1971.

Cohen, S. Child Development: A Study in Growth Processes, F.E. Peacock Publishers, Inc., Itasca, Illinois, 1971, 150-158.

Harth, R. Contemporary Issues in Behavior Disorders: A Book of Readings. Charles C. Thomas Publishers, in press.

Roden, A.H., Klein, R.D., and Hapkiewicz, W.G. Behavior Modification in Educational Settings. Charles C. Thomas, Springfield Illinois, in press.

Rubedeau, D.O. and Heitzman, J.A. (Eds.) Behavior Modification Techniques for the Classroom. Ginn-Blaisdell Publishing Company, Canada, in press.

Hall, R. Vance. Reinforcement procedures and the increase of functional speech in a brain injured child. In Girardeau, F.R., and Spradlin, J.E. (Eds.) A Functional Approach to Speech and Language, Speech and Language, Speech and Hearing Disorders Monographs, 1970, 48-60.

Broden, Marcia, Bruce, Carl, Mitchell, Mary Ann, Carter, Virginia, and Hall, R. Vance. Effects of teacher attention on attending behavior of two boys at adjacent desks. Journal of Applied Behavior Analysis, 1970, 3, 199-203.

REPRINTED IN:

MSS Information Corporation. The Exceptional Child: Conditioned Learning and Teaching Ideas. 1971, 55-66.

O'Leary, K.D. and O'Leary, S.G. Classroom Management: The Successful Use of Behavior Modification. Pergamon Press.

Hall, R. Vance. Training teachers in classroom use of contingency management. Educational Technology, 1971, 11, 33-38.

REPRINTED IN:

Rubadeau, D.O. and Heitzman, J.A. (Eds.) Behavior Modification Techniques for the Classroom, Ginn-Blaisdell Publishing Company, Canada, in press.

Publications con't

Hall, R. Vance, Cristler, Connie, Cranston, Sharon and Tucker, Bonnie. Teachers and parents as researchers using multiple-baseline tactics. Journal of Applied Behavior Analysis, 1970, 4, 247-255.

Hall, R. Vance. Behavior Management Series. Part I. The Measurement of Behavior, Part II. Basic Principles, Part III. Applications in School and Home. H & H Enterprises, 1971. (Post Office Box 3342, Lawrence, Kansas, 66044).

Hall, R. Vance, Axelrod, Saul, Foundopoulos, Marilyn, Shellman, Jessica, Campbell, Richard, A., and Cranston, Sharon. The effective use of punishment to modify behavior in the classroom. Educational Technology, 1971, 11, 24-26.

REPRINTED IN:

O'Leary, K.D. and O'Leary, S.G. (Eds.) Classroom Management: The Successful Use of Behavior Modification, Pergamon Press, 1972, 173-182.

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Hall, R. Vance, Fox, Richard, Willard, David, Goldsmith, Linda, Emerson, Martha, Owen, Marsha, Davis, Freddye, and Porchia, Ersaline. The teacher as observer and experimenter in the modification of disputing and talking out behaviors. Journal of Applied Behavior Analysis, 1971, 4, 141-149.

Broden, Marcia, Hall, R. Vance, and Mitts, Brenda. The effects of self-recording on the classroom behavior of two eighth grade students. Journal of Applied Behavior Analysis, 1971, 4, 191-199.

REPRINTED IN:

O'Leary, D.K. and O'Leary, S.G. Classroom Management: The Successful Use of Behavior Modification, Pergamon Press, 1972, 601-616.

Hall, R. Vance, Axelrod, Saul, Tyler, Lucille, Grief, Ellen, Jones, Fowler C., and Robertson, Roberta. Modification of behavior problems in the home with a parent as observer and experimenter. Journal of Applied Behavior Analysis, 1972, 5, 53-64.

REPRINTED IN:

Pumroy, D.K. and Pumroy. Modern Childrearing: A Behavioral Approach to the Raising of Children. Aldine-Atheron, Inc., in preparation.

Hall, R. Vance and Copeland, Rodney. The responsive teaching model: A first step in shaping school personnel as behavior modification specialists. Proceedings of the Third Banff International Conference on Behavior Modification Research Press Company, 1972, 125-150.

Publications con't

Hall, R. Vance, Ayala, Hector, Copeland, Rodney, Cossairt, Ace, Freeman, Johnny, and Harris, Jasper. Responsive teaching: An approach for training teachers in applied behavior analysis techniques. In Eugene A. Ramp and Bill L. Hopkins (Eds.) A New Direction for Education: Behavior Analysis 1971. The University of Kansas Support and Development Center for Follow Through, Department of Human Development, 1971, 127-157.

Hall, R. Vance. Responsive teaching: Focus on measurement and research in the classroom and the home. Focus on Exceptional Children, Vol. 3, # 7, Love Publishing Company, 1971, 1-7.

REPRINTED IN:

Meyen, E.L., Vergason, G.A., and Whelan, R.J. Strategies for Teaching Exceptional Children. Love Publishing Company, 1975, 403-414.

Brown, Ronald, Copeland, Rodney, E. and Hall, R. Vance. The school principal as a behavior modifier. Journal of Educational Research, 1972, 4, 175-180.

Copeland, Rodney, Brown, Ronald, Axelrod, Saul, and Hall, R. Vance. Effects of a school principal praising parents for student attendance. Educational Technology, 1972, 56-59.

Axelrod, Saul, Hall, R. V. and Maxwell, Anthony. Use of peer attention to increase appropriate classroom behavior, Behavior Therapy, 1972, 3, 349-351.

Axelrod, Saul, Whitaker, Dianne, and Hall, R. Vance Increasing spelling accuracy in a special class through operant conditioning. School Applications of Learning Theory, 1972, 4, 4-14.

Harris, Jasper W., Stillwell, Connie, and Hall, R. Vance. Effects of provision for individual differences and teacher attention upon study behavior and assignments completed. Child Study Journal, 1972, 2, 75-81.

Rieth, Herbert, Axelrod, Saul, Hall, R. Vance and Fitzgerald C. Applications of the applied behavior analysis methodology to non-contingent arrangements. In G. Semb and D. Bushell (Eds.) A New Direction for Education. Vol. II, Lawrence, Kansas, University of Kansas, 1972.

Cossairt, Ace, Hall, R. Vance, and Hopkins, B.L. The effects of experimenter's instructions, feedback, and social reinforcement on teacher praise and student attending behavior. Journal of Applied Behavior Analysis, 1973, 6, 89-100.

Harris, J., Harris, J., and Hall, R.V. The effect of a token system on out-of-seat behavior. Research in Education, ERIC Publication, 1972.

Harris, J.W. and Hall, R.V. Black youth and the white job market. School and Community, Vol. LIX, No. 7, 1973.

Publications con't

Hall, R.V., Cossairt, A., and Crowder, J. Responsive teaching: A practical behavior modification approach for schools. Challenge. Vol. 2, No. 4/5 1973.

Harris, J.W., and Hall, R.V. Effects of systematic reinforcement procedures on performance of underachieving high school pupils. Published in a booklet in a new research series copyrighted by Educational Technology Research, No. 51 in a series, New Jersey, 1973.

Harris, J.W, and Hall, R.V. Why lift that barge? School and Community, Vol. LX, No. 8, April, 1974.

Cossairt, A., Crowder, J., and Hall, R.V. Responsive Evolution: The Responsive Teaching Model and its Continuing Growth. In Aportaciones al de la Conducta: Memorias del Primer Congress Mexicano. Mexico, D.F. Editorial Trillas, 1974, 515-555.

Fox, R.G., Harris, J.W., Copeland, R., Rieth, H.J., and Hall, R.V. A computerized system for selecting responsive teaching studies catalogued along twenty-eight important dimensions. Behavior Analysis in Education, New York: Appleton Century Crofts, 1974.

Rieth, H.J., and Hall, R.V. Responsive Teaching Model Readings in Applied Behavior Analysis. Lawrence, Kansas: H & H Enterprises, 1974.

Brown, R.E., Copeland, R.E., and Hall, R.V. School phobia: Effects of behavior modification treatment applied by an elementary school principal. Child Study Journal, 1974, Vol. 4, No. 3, 125-133.

Copeland, R.E., Brown, R., and Hall, R. Vance. The effects of principal implemented techniques on the behavior of pupils. Journal of Applied Behavior Analysis 1974, 7, 77-86.

Papers Presented at Meetings:

Wolf, M.M., Hanley, E., Giles, D., Lachowica, J., and Hall, R.V. Token Reinforcement in a Remedial Classroom for Low Achieving Culturally Deprived Children. American Educational Research Association, New York, February, 1967.

Hall, R. Vance and Broden, Marcia. Increasing Appropriate Verbalization and Study Behavior in the Classroom. Council for Exceptional Children, New York, New York, April, 1968.

Hall, R. Vance, Panyan, M., Rabon, D., and Broden, M. Teacher Applied Contingencies and Appropriate Classroom Behavior. American Psychological Association Convention, San Francisco, 1968.

Hall, R. Vance. Reinforcement Procedures and the Increase in Functional Speech by a Brain-Injured Child. International Convention of the Council for Exceptional Children, Denver, 1969.

Hall, R. Vance. Effects of Social Reinforcement on Classroom Behaviors of Disadvantaged Children, American Educational Research Association, Minneapolis, Minnesota, March, 1969.

Broden, Marcia and Hall, R. Vance. Effects of Teacher Attention on Attending Behavior of Two Boys at Adjacent Desks. American Psychological Association, Washington, D.C., September, 1969.

Hall, R. Vance. Classroom Management of Children with Perceptual Learning Disabilities, Missouri Association for Children with Learning Disabilities, Kansas City, Missorui, March, 1970.

Hanley, E.M., Wolf, M.M. and Hall, R.V. Effects of Rules Plus Consequences and Rules alone on Behaviors in a Sixth Grade Classroom. American Educational Research Association, Minneapolis, Minnesota, March, 1970.

Broden, M., Hall, R.V. and Mitts, B. The Effects of Self-Recording on the Study Behavior of two Eighth Grade Students. The University of Kansas Symposium on Behavior Analysis in Education, 1970, Lawrence, Kansas, April, 1970.

Hall, R. Vance. Classroom Specialist: A Revolutionary Role for Teachers, Counselors and Principals. Banff International Behavior Modification Workshop, University of Calgary, Calgary, Alberta, April, 1971.

Hall, R. Vance, Axelrod, Saul, Weis, Lynn, and Rohrer, Shelia. The Reduction of Smoking Behavior Through the Application of Self-Imposed Contingencies. Association for the Advancement of Behavior Therapy, Washington, D.C., April, 1971.

Hall, R.V., Axelrod, S., Tyler, L., Grief, E., Jones, F.C. and Robertson, R. Modification of Behavior Problems in the Home wth a Parent as Observer and Experimenter. American Psychological Association, Washington, D.C., September, 1971.

Papers Presented at Meetings con't

International:

Hall, R.V. Responsive Teaching: A More Systematic Approach for Working With Exceptional Children. Address to CEC, British Columbia Federation Annual Conference, Vancouver B.C., November, 1972.

Hall, R.V., Arango, Laura and Chavez, Arminda. Ensenanza Responsiva: Un Enfaque para Ayudar a los Ninos con Probemas en el Aprendizaje y Otros Problemas de Aprendiazje y Conducta. Paper presented at Second Regional Congress on Children with Learning Disabilities. National Institute of Special Education, Panama City, Panama, November, 1972.

Hall, R.V. and Arango, Laura. Responsive Teaching in Latin America Address presented at XIV Congresso Interamericano de Psicologia of the Interamerican Society of Psychology, Sao Paulo, Brazil, April, 1973.

Hall, R.V., Copeland, R., ChAvez, A. and Alvarado, F. Responsive Teaching in Panama. Second International Workshop on Behavior Analysis, Lawrence, Kansas, January, 1973.

Hall, R.V. Condicionamineto Operante: Conceptos y Technicas de Application. Invited address, Second Journados de AVEPANE Sobre Retardo Mental, Caracas, Venezuela, October, 1973.

Hall, R.V. Responsive Teaching: A Behavior Modification Approach for Training Teachers and Parents of Handicapped Children. Paper presented at Third Congress of the International Association for the Scientific Study of Mental Deficiency, The Hague, Netherlands, September, 1973.

Hall, R.V. Training Parents and Teachers to be More Responsive and Effective through Behavior Analysis. Colloquim, Guelph University, Guelph, Ontario, Canada, June, 1974.

National:

Hall, R.V. and Harris, J. "Responsive Teaching: A Humane Approach to Behaviorism." Leadership Training Institute Conference, Bimidji, Minnesota, August, 1972.

Hall, R.V. and Christophersen, E.R. "Applications of Token Reinforcement in Natural Home Settings." Symposium on Token Reinforcement Systems: Evaluation and New Directions. American Psychological Association. Honolulu, Hawaii, September, 1972.

Hall, R.V. "Responsive Teaching: A Behavior Modification Approach that Works" Address, LaCrosse Chapter Council for Exceptional Children, LaCrosse, Wisconsin, December, 1972.

Hall, R.V. "Responsive Teaching: Examples of Applications in School and Home" Address, Wisconsin State CEC Convention, Oshkosh, Wisconsin, February, 1973.

Hall, R.V. "The Responsive Teaching Model" Symposium on Modifying the Behavior of School Systems: Behavioral Approaches to More Humane Schools, March, 1973.

Symposia Chairmanships:

Co-Chairman, Symposium: Research in Language, Council for Exceptional Children, New York, April, 1968.

Chairman, The University of Kansas Symposium on Behavior Analysis in Education, Lawrence, Kansas, April, 1970.

Chairman, Symposium: Application of Behavior Modification Techniques to Behavioral Learning Problems of Children, Kansas Federation, The Council for Exceptional Children, Topeka, Kansas, March, 1971.

Chairman, Symposium: Application of Behavior Modification Procedures to Behavior and Learning Problems of Exceptional Children, Council for Exceptional Children, Miami Beach, April, 1971.

Co-Chairman, Symposium: Responsive Teaching: Behavior Modification Procedures That Have Been Used Effectively by Teachers. Council for Exceptional Children, Washington, D.C. March, 1972.

Chairman, Symposium: Behavior Analysis and School Administration, American Psychological Association Convention, Montreal, August, 1973.

Colloquia and Workshop Presentations:

Milwaukee County Psychological Association, Marguette University, Milwaukee, Wisconsin, May, 1968;

Bureau of Indian Affairs Summer Workshop at Northen Arizona University, Flagstaff Arizona, June, 1968.

Fourth Annual Mental Retardation Workshop, Crystal Mtn., Washington, October, 1968.

Postgraduate Workshop on Mental Retardation, Great Bend, Kansas, January, 1969.

Southern Illinois University, Carbondale, Illinois, March, 1969.

Council for Children with Behavioral Disorders, Denver, April, 1969.

Elementary Education Workshop, University of Kansas, June, 1969.

Aurora Illinois Public Schools, West Side, Aurora, Illinios, November, 1969.

Herman M. Adler Zone Center, Urbana, Illinois, January, 1970.

Fifth Annual Conference on Behavior Modification, Napa, California, January, 1970.

Career Awareness Week Central Junior High, Kansas City, Missouri, February, 1970.

Missouri Association for Children with Learning Disabilities, Kansas City, Missouri, March, 1970.

Arkansas State Department of Education, Hot Springs, Arkansas, April, 1970.

University of Denver Educator's Workshop, Denver, Colorado, May, 1970.

Model Cities Kindergarten Workshop (E.P.D.A.) Albuquerque, New Mexico, May, 1970.

Institute on Behavior Modification Techniques with Emotionally and Educationally Handicapped Children, University of Mississippi Medical Center, Jackson, Mississippi, June, 1970.

Orcutt Public Schools Workshop in Behavior Modification, Santa Maria, California, June, 1970.

Shawnee Mission Public Schools Orientation Workshop Shawnee Mission, Kansas, August, 1970.

Archdiocese of Denver Teacher's Institute, Denver, Colorado, August, 1970.

Northeast Kansas Personnel and Guidance Association, Tecumseh, Kansas, October, 1970.

Ozark Mental Health Center Workshop on Behavior Modification. Joplin, Missouri, January, 1971.

Colloquia and Workshop Presentations con't

Temple University, Workshop for School Psychologists, Philadelphia, Pennsylvania, January, 1971.

University of Connecticut, Storrs, Connecticut, Colloquim Presentation Department of School Psychology, February, 1971.

Phi Delta Kappa Address, "Responsive Teaching, A New Approach." Lawrence, Kansas, March, 1971.

Oregon Federation of Council for Exceptional Children Address, "Responsive Teaching With Exceptional Children," Portland, Oregon, April, 1971.

Bureau of Indian Affairs Workshop Address, "A New Approach to Behavior," Haskell Institute, Lawrence, Kansas, May, 1971.

School Mental Health Workshop, State of Alabama, Department of Mental Health, Birmingham, Alabama, May, 1971.

EPDA Workshop Presentation, Olathe District Schools, Olathe, Kansas, July, 1971.

Consulting Teacher Program Address, "A Consultant's View of Consulting Teachers." University of Vermont, Burlington, Vermont, July, 1971.

Title III Workshop, Ohio Department of Mental Hygiene and Correction, Columbus, Ohio, July, 1971.

Responsive Teaching Workshop, University of California at Santa Barbara, Lompoc, California, August, 1971.

Kansas City, Kansas Department of Special Education Address, "Responsive Teaching Can Help You Help Kids." Kansas City, Kansas, August, 1971.

Title I Special Education Workshop on Behavior Modification, State of Illinois Department of Public Instruction, Springfield, Illinois, September, 1971.

International Workshop in Behavior Analysis (with Lowell Alexander and Joseph Meyers) "The Responsive Teaching Model." Universidad Nacional Autonoma de Mexico, Mexico City, Mexico, January, 1972.

Johnson County Association for Children with Learning Disabilities "Responsive Teaching" Prairie Village, Kansas, January, 1972.

Title III Diagnostic Teaching Center Workshop. Indianopolis Public Schools Indianapolis, Indiana. January, 1972.

Univeristy of Connecticut, Department of Special Education Colloquim. Storrs, Connecticut, February, 1972.

Missouri State Teachers College Special Education Colloquium, Warrensberg, Missouri, March, 1972.

Colloquia and Workshop Presentations con't

Responsive Teaching Workshop at Instituto Panameno de Habilitacion Especial, Panama, April, 1972 and August, 1972.

Wyandotte County Mental Health Association: "A Responsive Teaching Approach to Mental Health." Kansas City, Kansas, May, 1972.

Atlanta Behavior Modification Workshop: "Responsive Teaching" (with Richard Fox and Rodney Copeland) Atlanta, Georgia, June, 1972.

University of Vermont Consulting Teacher Program: "Responsive Teaching, A Consulting Teaching Approach" University of Vermont, Burlington, Vermont, July, 1972.

Behavior Modification: A Tool Psychologist can Use to Involve Teachers in Good Mental Health Practice. Virginia Psychological Assocaition and Virginia Association of School Psychologists Fall Meeting. Waynesboro, Virginia, October, 1971.

Responsive Teaching: A Successful Approach for Parents (or Teachers) to Help Children (Including those labeled learning disabled) Fifth Annual Conference Missouri Association for Children with Learning Disabilities, Kansas City, Missouri, March, 1972.

The Effects of Instructions, Feedback and Praise on Teacher Praise and Student Attending Behavior (with Ace Cossairt) University of Kansas TTT Conference, Lawrence, Kansas, April, 1972.

Applications of the Applied Behavior Analysis Methodology to Non-Contingency Arrangements (with Saul Axelrod) Kansas Symposium on Applied Behavior Analysis in Education, Lawrence, Kansas, May, 1972.

Los effectos de diferentes sistemas de fichas en el majoramiento de produccion academica y conductas de estudio. (with Hector Ayala) Behavior Modification Symposia, Un iveristy of Mexico, Janaury, 1971.

Behavior Modification in Speech Development. Workshop presentation, Children's Special Education Center, Kansas City, Missouri, October, 1972.

Responsive Teaching. FAculty In-Service Presentation, Shawnee Mission North High-School, Shawnee Mission, Kansas, Janaury, 1973.

The Disadvantaged Child. Symposium on Handicapped Child, University of Kansas Medical Center Graduate Study Program, Great Bend, Kansas, February, 1973.

Behavior Modification in Home Settings. Johnson County Juvenile Court Volunteer Department Training Meeting (with Marilyn Clark) Prairie Village, Kansas, March, 1973.

The Juniper Gardens and Responsive Teaching Projects. (with Barbara Terry, Cynthia Winstead, and Ronald Brown. Presentation to Kansas City, Kansas Board of Directors, March, 1973.

Colloquia and Workshop Presentations con't

The Juniper Gardens Children's Project. Noble Prentis PTA, Kansas City, Kansas, March, 1973.

You Can Modify Behavior Too. Presentation to Shawnee Mission NOrth Highschool Students Community Resources' Day, Shawnee Mission, Kansas, May, 1973.

The Responsive Teaching Model: A Program for Training Parents and Teachers in Behavior Modification (With Ronald Brown). Fifth Annual Southern California Conference on Behavior Modification, Los Angeles, October, 1973.

Responsive Teaching: A Program for Training Teachers in Classroom Management. A paper presented at Annual Meeting of Association for Advancement of Behavior Therapy. Miami Beach, December, 1973.

Responsive Teaching Workshop presentation (with Herb Rieth and Rod Copeland) Third Annual Atlanta Behavior Modification Intensive Practicum Workshop, Atlanta, April, 1974.

A Behaviorist Approach to Classroom Observations. Leadership Training Institute Conference on Systematic Observation in School Settings, May, 1974.

Responsive Teacher Workshop Shawnee Mission School District. In-Service Day Shawnee Mission, Kansas, February, 1974.

Responsive Parenting: Developing Resources for Family Potential Conference Family Study Center (with Marilyn Clark and Lynda Kearns) Kansas City, Missouri, October, 1974.

Applied Behavior Analysis as a Practical Research Approach Conference on Research in Cummunicative Disorders in Schools. Iowa State Department of Special Education, Coralville, Iowa, August, 1974.

Applied Behavior Analysis and You. Careers Day Presentation Shawnee Mission North Highschool, Janaury, 1974.

JASPER WILLIAM HARRIS Soc. Sec. No.: 497-38-8251

Date of birth: December 10, 1935 Sex: Male
Place of birth: Kansas City, Missouri Present Nationality: American

Educational Experience:

Bachelor of Science, Rockhurst College, Biology, Chemistry, and Philosophy, 1958, Dean's List.
Master of Arts, Universtiy of Missouri, Science Education, 1961.
Graduate Research Study in Physiology, University of Missouri, 1961-62.
Doctor of Education, University of Kansas, Educational Administration and Supervision.
Competency and Dissertation Research done in Developmental and Child Psychology (Operant), 1971.
Doctor of Philosophy Candidate, University of Kansas, Developmental and Child Psychology, 1975--. (Expected completion date - May, 1977).

Other Training and Experience:

Received Life-Time teaching certificate in Science for State of Missouri, 1961.
Graduate Research in Master of Science Physiology Program with Rana Catiesbiena (Cat fish) "Assessing the effect of Lysergic Acid on the Peck-Order of Cat Fish." Research of Endocrine System of white rats, University of Missouri, 1961.
Received graduate assistantships in Science-Education and in Administration at University of Kansas, 1961-62.
Senior High School Science Teacher, 1963-65.
Assistant High School Football Coach, 1963.
Critic Teacher for William Jewell College Student Teacher, 1964.
Served on Science textbook Selection Committee for Kansas City, Missouri School District, 1964.
Counselor in Central Office for the Neighborhood Youth Corps for the Board of Education, 1965-66.
Supervisor, Recruitor, Job Placement, and Assistant Project Director of Neighborhood Youth Corps. Wrote proposal, attended Regional meeting in Denver, Colorado and Seminar in St. Louis, Missouri, as an official delegate from the Board of Education-Central Office, 1967.
Taught science in adult evening high school, 1964-69.
Received Life-Time Administrative Secondary Certificate for State of Missouri, 1968.
Received SPOKE award from the United States Jaycees for Community Service, 1967.
Supervisor, Recruitor, Job Placement and Assistant Project Director of Neighborhood Youth Corps. Wrote proposals, attended nine-day Internship Conference in Philadelphia on Youth Tutoring Youth, sponsored by the National Commission on Resources for Youth, Inc. of New York under the Directorship of Judge Mary Conway Kohler. The Internship Program was directed by Dr. Herbert Thelen of the University of Chicago, Dr. Gerald Weinstein of Teachers College, and Dr. Vytus Cernius of Temple University. Was official delegate from the Board of Education at the personal request of Mr. James Hazlett, Superintendent of Schools, 1967-68.
Named Outstanding Young Educator of Greater Kansas City by Junior Chamber of Commerce for 1968-69.
Served on city-wide curriculum study committee for Minority Group History and Culture under supervision of Dr. Gordon Wesner, General Director of Instructional Services, Kansas City, Missouri School District, 1968-69.

Other Training and Experience cont.

Area Coordinator of the Martin Luther King Junior High School.
This school was the first in Kansas City and the first in the middle west to have modular scheduling with differentiated staffing and a differentiated salary schedule. Was responsible for coordinating the science, mathematics, health, industrial arts, home economics, business education and physical education curriculum. Had a half-time teaching load and responsible for scheduling, assessing community needs and instigating a public relations program for the community, and investigating and initiating curriculum innovations for some 30 teachers in seven subject content areas. Attended modular scheduling and differentiated staffing workshop, 1968-69.

Member of Resource Information Committee for School Levy for Kansas City, Missouri School District, 1969.

Director of Special Project for Neighborhood Youth Corps-Kansas City, Missouri School District, Central Office, Summer, 1969.

Attended nine-day National Training Laboratory Conference for Applied Behavioral Science. Experienced sensitivity training in Human Relations via large group interactions and T group, 1969.

Research Assistant, via research grant, Bureau of Child Research, Juniper Gardens Children's Project, University of Kansas, 1969-70. Researching techniques for motivating talented underachievers in a ghetto senior high school.

Named an Outstanding Young Man of America for 1970 by the Outstanding Americans Foundation--Achievements published in 1970 edition.

Received graduate traineeship-fellowship under the Education Professions Development Act, U.S. Office of Education, through the University of Kansas Department of Human Development--Bureau of Child Research, 1970-71.

Received Life-Time Superintendent's Certificate, 1970.

Instructor in Special Education and Psychology at the University of Kansas, 1970-72.

Research Assistant--Bureau of Child Research, 1969-71.

Adjunct faculty member at the University of California at Santa Barbara, Summer, 1971.

Research Associate, Bureau of Child Research and Assistant Professor Department of Human Development and Family Life, 1972-

Consultant for the Kaw Valley Medical Societies' Health Careers Program, 1971-.

Project Coordinator of Program for Training Special Education Consultants. Monitored student training and thesis and dissertation research, University of Kansas, 1972-

Behavior Modification Consultant for the Argentine Youth Services Center for Delinquent Boys, 1972.

Visiting Lecturer, Department of Special Education, University of Kansas, 1972.

Visiting Lecturer, Minot State College, North Dakota, 1973

Evaluation Coordinator for a program for Training Community Paraprofessional Mental Health Workers, 1973-

Director of the Consulting Teacher Training Program, 1973-

Co-Director of Juniper Gardens Children's Project, 1973-

Member of evaluation team for the Kansas City, Kansas Economic Opportunity Foundation of the Office of Education. Evaluated community agencies, their programs, and community needs, 1973.

Other Training and Experience cont.

Presented an award in recognition of Community Service in Greater Kansas City by the Gamma Beta Chapter of the National Sorority of Phi Delta Kappa, November, 1974.

Listed in Who's Who in the Midwest. Accomplishments published in Marquis Who's Who reference book, 1974.

Program and research evaluator of a Parent Training Program Title III Grant for the Shawnee Heights Unified School District, Tecumseh, Kansas, 1976.

Program and research evaluator of a "Right to Read" Title III Grant for the Shawnee Heights Unified School District, Tecumseh, Kansas, 1976.

Program and research evaluator of a Community Action Program for the Economic Opportunity Foundation, Kansas City, Kansas, 1976.

Field of Present Major Scientific Interest:

Behavior modification and use of incentives in elementary and secondary education; administration; teacher and parent training.

Organizational Memberships:

Phi Delta Kappa Fraternity
Personnel Research Forum
Alpha Phi Alpha Fraternity
Board of Directors of Mayor's Prayer Breakfast
Junior Chamber of Commerce
Rockhurst High Alumni Association
Rockhurst College Alumni Association
University of Missouri Alumni Association
Board of Directors of Heart of America Eye Center, Inc.
Member of Advisory Board and Chairman of Education and Youth Incentives Committee of Urban League
Vice-Chairman of United Negro College Fund, Inc.
PTA
Honorary Director of Rockhurst College
YMCA
School Masters
Science Teachers Association
Association for Supervision and Curriculum Development
Committee Member of Merchants Association of Kansas City
Board of Directors of Fellowship House
Member of permanent advisory council on Minority Programs in Medical and Bio-Medical Professions for the University of Kansas Medical Center
Member of Proposal Committee and Executive Committee for Minority Recruitment for the Kaw Valley Medical Society
Member, Council for Exceptional Children
Member, American Educational Research Association
Member, American Psychological Association
University of Kansas Alumni Association
Theta Boule, Sigma Pi Phi Fraternity
Member, Comprehensive Personnel Planning Committee for the Handicapped in Kansas.
(Certification Task Force Committee Member)
Life-Member NAACP

Publications:

Harris, Jasper W. Modular scheduling and differentiated staffing in a ghetto school, *School and Community*, Vol. LVII, No. 3, November, 1970.

Stanberry, Marlin and Harris, Jasper. Reduction of tardy behavior in junior high school pupils. *Managing Behavior, Part III, Behavior Modification Booklet: Applications in School and Home*, R. Vance Hall, H & H Enterprises, Inc., January, 1971.

Reprinted in:

Cooperative Classroom Management, Williams and Anadam, Merrill Publishing Company, 1973.

Lamb, Donald R., Harris, Jasper, and Copeland, Rodney. A reinforcement program for returning an eight year-old girl to her own bed. *Managing Behavior, Part III., Behavior Modification Booklet: Applications in School and Home*. R. Vance Hall, H & H Enterprises, Inc., January, 1971.

Harris, Jasper W., and Hall, R. Vance. Effects of systematic reinforcement procedures on performance of underachieving high school pupils. Published in a booklet in a new research series copyrighted by *Educational Technology Research*, No. 51 in a series, New Jersey, 1973.

Stillwell, Connie, Harris, Jasper W., and Hall, R. Vance. Effects of provisions for individual differences and teacher attention upon study behavior and assignments completed. *Child Study Journal*, 1972, *2*, 75-81.

Reprinted in:

A New Direction for Education: Behavior Analysis, Volume 1, 1971.

Hall, R. Vance, Ayala, Hector, Copeland, Rodney, Cossairt, Ace, Freeman, Johnny, and Harris, Jasper. Responsive teaching: An approach for training teachers in applied behavior analysis techniques. In Eugene A. Ramp and Bill L. Hopkins (Eds.) *A New Direction for Education: Behavior Analysis, 1971*. The University of Kansas Support and Development Center for Follow Through, Department of Human Development, 1971, 127-157.

Harris, Joann, Harris, Jasper W., and Hall, R. Vance. The effect of a token system on out-of-seat bheavior. *Research in Education*, ERIC Publication, 1972.

Reprinted in:

Exceptional Child Education Abstracts, ERIC, Document Reproduction Service, 1972.

Hall, R. Vance and Harris, Jasper W. Responsive Teaching: A Humane Approach to Behaviorism. Published in the proceedings of the Conference on the Role of Psychology in Schools. A publication of the Leadership Training Institute/ Special Education, sponsored by the Bureau for Educational Personnel Development, U. S. Office of Education, in press.

Publications Cont.:

Harris, Jasper W. An analysis of the effects of using quizzes and modified teaching procedures to increase the unit test scores in Geometry, Algebra and French I classes in an inner city senior high school, Unpublished Dissertation, 1971.

Harris, Jasper W. and Hall, R. Vance. Black youth and the White job market. School and Community, Vol. LIX, No. 7, March, 1973.

Harris, Jasper W. and Hall, R. Vance. Why lift that barge? School and Community, Vol. LX, No. 8, April, 1974.

Fox, Richard G., Copeland, Rodney E., Harris, Jasper W., Hall, R. Vance, and Rieth, Herbert J. A computerized system for selecting responsive teaching studies cataloged along twenty-eight important dimensions. Behavior Analysis in Education, 1973 (in press)

Hall, R. Vance, Fox, Richard G., Harris, Jasper W., Copeland, Rodney, Cossairt, Ace, and Crowder, Jeane. Responsive teaching model transparency kit. H & H Enterprises, Inc., 1973.

Harris, Jasper W. Chapter on "Shaping" in book entitled, Responsive Teaching Model Readings in Applied Behavior Analysis by Rieth, Herbert and Hall, R. Vance. H & H Enterprises, Inc., 1974.

Harris, Jasper W. Chapter on "Punishment" in book entitled, Responsive Teaching Model Readings in Applied Behavior Analysis by Rieth, Herbert and Hall, R. Vance. H & H Enterprises, Inc., 1974.

Harris, Jasper W., Rieth, Herbert J. The Consulting Teacher as a Special Service Team Member. Proceedings of the Seventh Annual National Association of School Psychologists. Washington, D.C., NASP Publication, Vol. 6, p. 151, 1975.

Rieth, Herbert J., Harris, Jasper W. The Role and Training of a Responsive School Psychologist. Proceedings of the Seventh Annual National Association of School Psychologists. Washington, D.C., NASP Publication, Vol. 6, p. 150, 1975.

Rieth, Herbert J., Harris, Jasper W. The Elimination of Chronic Crying Behavior. Proceedings of the Sixth Annual National Association of School Psychologists. Washington, D.C., NASP Publication, Vol. 6, p. 40, 1975.

Harris, Jasper W., Rieth, Herbert J. The Modification of Reading Performance Through the Use of Systematic Teacher Attention. Proceedings of the Sixth Annual National Association of School Psychologists. Washington, D.C., NASP Publication, Vol. 6, p. 41, 1975.

Fox, Richard G., Copeland, Rodney E., Harris, Jasper W., Rieth, Herbert J., and Hall, R. Vance. A computerized system for selecting responsive teaching studies, catalogued along twenty-eight important dimensions. In Eugene Ramp, George Semb (Eds.) Behavior Analysis Areas of Research and Application Prentice-Hall, Inc., Englewood Cliffs, New Jersey, 1975 pp. 124-158.

Workshop, Presentations, and Evaluations:

Guest speaker at the University of Missouri and the University of Kansas graduate seminars. Topic: Modular Scheduling and Differentiated Staffing in a Ghetto School, 1969.

Conducted two day workshop in Behavior Modification for the Mental Health Center at Joplin, Missouri, 1971.

Conducted five day workshop at the University of California at Santa Barbara. Appointed adjunct faculty member at the University of California at Santa Barbara, Summer, 1971.

Presented research paper entitled, "Effects of Systematic Reinforcement Procedures on Performance of Underachieving High School Pupils," at the State of Kansas Council for Exceptional Children and at the 49th Annual International Convention of the Council for Exceptional Children, 1971.

Presented research study entitled, "The Effects of Provisions for Individual Differences and Teacher Attention Upon Study Behavior," at the Second Annual Kansas Symposium on Behavior Analysis in Education, 1971.

Evaluated Teacher Training Program at the University of Vermont. The program was funded by a federal grant through the Bureau of the Educationally Handicapped. Was a member of an evaluation team from the University of Kansas, 1971.

Conducted workshop for the Head Start Teachers of St. Joseph, Missouri, 1971.

Recipient of E.P.D.A. stipend for participation in a five-day Special Education Curriculum Workshop sponsored by the Olathe Unified School District #233, January, 1972.

Conducted workshop for professional Medical personnel at Menorah Medical Center, Kansas City, Missouri, 1972.

Presented research paper entitled, "Effects of a Material Reinforcer on Slow Study Behavior of a Deaf Child," at the State of Kansas Council for Exceptional Children and at the 50th Annual International Convention of the Council for Exceptional Children, 1972.

Conducted Workshop on "The Use of Behavior Modification in the Classroom," at the Annual Northwest Missouri Teachers Association Meeting, 1972.

Conducted In-Service Workshop for many elementary and secondary schools in Kansas and Missouri, 1971.

Presented a paper entitled, "The Effects of a Material Reinforcer on the Slow Study Behavior of a Deaf Child," at the University of Kansas Symposium entitled "Empirical Basis for Teacher Training," sponsored by the Education, Professions Development Act, 1972.

Workshop, Presentations, and Evaluations, cont.:

Co-Presenter in three-day Atlanta Behavior Modification Workshop, Atlanta, Georgia, 1972.

Conducted four-day Responsive Teaching Model Workshop for supervisory personnel, college professors, and teachers in Kansas City, Missouri, 1972.

Conducted a four-day workshop and made a major address at the Southern Regional Professional Institute Co-sponsored by the Divisions of School Psychology within the American Psychological Association and the Texas Psychological Association and the School Psychology Program within the Department of Educational Psychology at the University of Texas at Austin, 1972.

Conducted a five-day training program in Behavior Management Technology for inner-city parents in Indianapolis, Indiana, 1972.

Presented a paper entitled, "A Humane Approach to Behaviorism" at the three-day conference on The Role of Psychology in Schooling, sponsored by Bemidji State College, and Moorhead State College and the Leadership Training Institute of the University of Minnesota in Bemidji, Minnesota, 1972.

Presented a paper and explained the Responsive Teaching Model at the 80th Annual Convention of the American Psychological Association in Hawaii, 1972.

Presented the Responsive Teaching Model at the EPDA Prescriptive Process Workshop at the Education Center of the Olathe School District, Olathe, Kansas, September, 1972.

Consultant for three-day site visit for the University of Nebraska's Masters Teacher TTT Education Program. Presented the Responsive Teaching Model and an overview of the Juniper Gardens Children's Project, November, 1972.

Presented at the Conference on Individualizing Instruction sponsored by the Division of Educational Research and Psychology at the University of Missouri-Kansas City. Presentation entitled, "Programming Social Behaviors." November, 1972.

Presented the Responsive Teaching model at the EPDA Prescriptive Process Workshop at the Education Center of the Olathe School District, Olathe, Kansas, November, 1972.

Attended planning and review conference in Washington, D.C. on the administration, monitoring, and implementation of Bureau of Educationally Handicapped Grant and National Institute of Child Health and Human Development Grant. January, 1973.

Presented the Responsive Teaching Model at the EPDA Prescriptive Process Workshop at the Education Center of the Olathe School District, Olathe, Kansas, January, 1973.

Workshops, Presentations, and Evaluations cont. :

Presented the Responsive Teaching Model at the two-day Education Professions Development Act Seminar at Norfolk State college. Seminar sponsored by the Leadership Training Institute of the University of Minnesota, January, 1973.

Presented a two-day Responsive Teaching Model Workshop at the University of Nebraska, Cooperative Schools Project: Student Teacher Program, February, 1973.

Presented the Responsive Teaching Model at the EPDA Prescriptive Process Workshop at the Education Center of the Olathe School District, Olathe, Kansas, March, 1973.

Visiting Lecturer at Minot State College, Minot, North Dakota, 1973

Presented behavioral management strategies at a two-day Conference on the Management of Hyperactive Children sponsored by the Southeast Mental Health and Retardation Center, Fargo, North Dakota, March, 1973.

Presented behavioral management strategies to a Westport Community Group and to administrators and School Board Members of the Kansas City, Missouri School District, Kansas City, Missouri April, 1973.

Consultant to the Cooperative Schools Project, University of Nebraska, Lincoln and conducted three-day conference on classroom management for teachers, administrators, and University of Nebraska School of Education Staff, Lincoln, Nebraska, April, 1973.

Workshop-Coordinator and presenter of four-day Responsive Teaching Model Workshop for supervisory personnel, college professors, psychologists, counselors, and teachers in Kansas City, Missouri, 1973.

Conducted a two-day Responsive Teaching Model Workshop at an Education Professions Development Act Seminar at Norfolk State College, Norfolk, Virginia, June, 1973.

Conducted Responsive Teaching Model Workshop at the Eighty-First Annual American Psychological Association Convention in Montreal, Canada, August, 1973.

Presented overview of the Responsive Teaching Model to the EMR Teachers of the Kansas City, Kansas School District, September, 1973.

Evaluation Consultant to the Sunburst Youth Homes residential treatment center for disturbed children in Neillsville, Wisconsin, October, 1973.

Presented behavioral technology strategies to the Special Education Teachers of the Kansas City, Kansas School District, October, 1973.

Workshops, Presentations, and Evaluations cont.:

Made a Keynote address and presented an overview of the Responsive Teaching Model and conducted a workshop at the Eighty-Sixth Annual meeting of the North Dakota Education Association in Grand Forks, North Dakota, October, 1973.

Conducted a follow-up workshop on Behavior Modification in Norfolk, Virginia and presented operant technology procedures to Reading Specialist in the Chesapeake, Virginia School District, November, 1973.

Attended planning and review conferences in Washington, D.C. on the monitoring, administration, and implementation of the Bureau of The Educationally Handicapped Grant, National Institute of Child Health and Human Development Grant, and the Office of Education Grant, January, 1974.

Conducted a follow-up workshop on Responsive Teaching Techniques for Reading Specialist in the Chesapeake, Virginia School District, February, 1974.

Conducted seven workshop staff training sessions on Operant Technology for the Economic Opportunity Foundation of Kansas City, Kansas. February--August, 1974.

Presented a paper entitled "Responsive School Psychology: A Multi-faceted Child Advocacy Program," at the National Association of School Psychologists' Annual Convention in Las Vegas, Nevada, March, 1974.

Featured Speaker at the Spring Conference of the North Dakota State Association of Teacher Educators. Presentation entitled, "Modifying Teaching and Learning." Minot State College, Minot, North Dakota, March, 1974.

Chaired Symposium entitled, Responsive Teaching: A Consulting Teacher Training Program Designed to Expand the Education Options for Exceptional Children, at the 51st Annual International Convention of the Council for Exceptional Children, New York, April, 1974.

Workshop - Coordinator and presenter of four-day Responsive Teaching Model Workshop for supervisory personnel, college professors, psychologists, counselors, teachers and mental health workers in Kansas City, Missouri, June, 1974

Presented a four-day Responsive Teaching Model workshop to Administrators and counselors of the Joplin School District. Joplin, Missouri, October, 1974.

Keynote Speaker for the Teach-a-Rama workshop for the Gamma Beta Chapter of the National Sorority of Phi Delta Kappa. Presented the Consulting Teacher Training Program of the University of Kansas. Kansas City, Kansas, November, 1974.

Conducted a workshop on Responsive Teaching for EPDA Participant Administrators and Teachers at Norfolk State College, in Norfolk, Virginia, November, 1974.

Internal Reader and Evaluator of Research Grants for the Bureau of Education for the Handicapped of the Department of Health Education and Welfare, Office of Education. Four-day evaluation session held in Washington, D.C., November, 1974.

Workshops, Presentations, and Evaluations cont.:

Attended three-day planning and review conferences in Washington, D.C. on the monitoring, administration and implementation of the Bureau of the Educationally Handicapped Grant, National Institute of Child Health and Human Development Grant, the Office of Education Grant and the Educations, Professions, Development Acts Grant. November, 1974.

Presented Five Responsive Teaching Model Workshops to teachers and administrators at the Kansas City, Missouri ESSA Workshop, January, February, March, April, 1975.

Presented a paper entitled, "The Consulting Teacher Model", at the National Association of School Psychologists' Annual Convention in Atlanta, Georgia, April, 1975.

Conducted four-day Responsive Teaching Model Workshop for teachers, counselors, administrators and other professionals in the Social Science field. Kansas City, Missouri, June, 1975.

Presented the Responsive Teaching Model for Reserved Teachers for the Kansas City, Missouri School District, August, 1975.

Presented the Responsive Teaching Model to the staff of the Southeast Jackson County Mental Health Center. Kansas City, Missouri, October, 1975.

Field Reader and Evaluator of Research Grants for the Bureau of Education for the Handicapped of the Dept. of Health, Education and Welfare, Office of Education in Washington, D.C. November, 1975.

Paper presented entitled "A Comprehensive Special Program for the Learning Disabled Child via Early Identification" at the International Association for Children with Learning Disabilities. Seattle, Washington, March, 1976.

Grants and/or Proposals Authored or Co-Authored:

Wrote Neighborhood Youth Corps Proposal for the Kansas City, Missouri School District in-school program. Grant funded through the Department of Labor for $400,000, 1967-68.

Authored grant sponsored by Kaw Valley Medical Society in the Northeast Section of Kansas City, Kansas. Grant funded by the National Urban Coalition for Minority Students for $50,000 to help stimulate interest and training in the health sciences, 1971.

Co-Authored planning grant for the Juniper Gardens Children's Project, University of Kansas. Grant funded for $39,000 through the Bureau of the Educationally Handicapped, 1971.

Co-Authored proposal entitled, "An Academic Incentive Program for High School Youth from a Poverty Area." The grant was funded for $10,000 by the Department of Health, Education, and Welfare Region VII, 1971.

Received a grant check for $400 for my doctoral research from the Kansas City Association of Trust and Foundations, 1971.

Co-Authored prototype Teacher-Training Grant for the Juniper Gardens Children's Project, University of Kansas. Three-year grant funded for $300,000 through the Bureau of the Educationally Handicapped, 1972.

Co-Authored training grant for the Kaw Valley Medical Society's Health Careers Program. Three-year grant funded for $118,000 by the Department of Health, Education, and Welfare - Public Health Service, 1972.

Co-Authored $50,000 research grant from the Office of Education to assess and improve the efficacy of four on-going Community Economic Opportunity Foundation Programs. 1974.

Co-Authored 3-year, $325,000 grant to research and develop mainstreaming programs for handicapped children. Grant funded by the Bureau of Education for the Handicapped, 1976.

Supplemental Information:

Name: Dr. Jasper William Harris
Home Address: 11945 Pennsylvania Avenue
Kansas City, Missouri 64145

Business Address: Juniper Gardens Children's Project
Bureau of Child Research
2021 North Third Street
Kansas City, Kansas 66101

Home Phone: 816-942-4825

Business Phone: 913-621-1712

Marital Status: Married with one son

PROFESSIONAL VITAE

HERBERT J. RIETH, JR.
3239 West 26th
Lawrence, Kansas 66044
Telephone: A.C. 913-842-7276
Marital Status: Married with two children
Birthdate: 1-16-43

EDUCATION:

B.A., Seaton Hall University - Psychology, 1964
M.S., Fort Hays State College - Psychology, 1966
Ed.D., Kansas University - Special Education (Learning Disabilities), 1971
Competency Areas: Statistics, Developmental Child Psychology

PROFESSIONAL EXPERIENCES:

School Psychologist - Unified School District (USD) 345 & 437 - Topeka, Kansas - 1966-1967

Summer Fellowship Recipient - Kansas University - Summer, 1967

School Psychologist - USD 345 & 437 - Topeka, Kansas - 1967-1968

Educational Psychologist and Evaluator of Summer Title I Project - Boys Industrial School - Topeka, Kansas - Summer, 1968

Doctoral Fellowship in Learning Disabilities - Kansas University - 1968-1969

Research Assistant - Kansas University Special Education Instructional Materials Center - Summer, 1969

Doctoral Fellowship Student in Learning Disabilities - Kansas University - 1969-1970

Consultant - USD 450 - Tecumseh, Kansas - 1969-1970

Research Assistant - Kansas University Bureau of Child Research - 1970-1971

Part-time Instructor in Special Education and Psychology - Emporia State Teachers College - Emporia, Kansas - 1970-1971

Coordinator of Cooperative Training, Service and Research Project between Kansas University, Bureau of Child Research and Shawnee Heights School District - 1970-1976

Visiting Associate Professor in Special Education - University of Missouri St. Louis - St. Louis, Missouri - Summer, 1971

Co-Director - Juniper Gardens Children's Project, School Intervention Program & Co-Director of Consulting Teacher Training Program - Kansas City, Kansas 1971-1976

Research Associate - Kansas University, Bureau of Child Research - 1971-1976

Adjunct Assistant Professor Departments of Special Education and Developmental Child Psychology - Kansas University - 1971-1976

PROFESSIONAL EXPERIENCES continued:

Visiting Assistant Professor - Washburn University - Topeka, Kansas - Summer, 1972

Research Associate in Mental Retardation - Kansas University Medical Center for Research in Mental Retardation - Kansas City, Kansas - 1972-1976

ADDITIONAL PROFESSIONAL EXPERIENCE:

Guest Reviewer for the Journal of Applied Behavior Analysis

Evaluator - University of Vermont Consulting Teacher Training Program

AWARDS AND HONORS:

New Jersey State Scholarship - 1962-1964

P.L. 85-926 Summer Fellowship Recipient - Kansas University - Summer, 1967

P.L. 85-926 Doctoral Fellowship in Learning Disabilities - Kansas University 1968-1970

PROFESSIONAL ORGANIZATIONS:

Council for Exceptional Children (CEC)
Association of Children with Learning Disabilities
Sunflower Chapter of CEC
Phi Delta Kappa
Kansas Association of Special Education Administrators

PROFESSIONAL PRESENTATIONS:

Kansas State CEC - Analysis of the effects of teacher attention on the academic performance of elementary school students - Topeka, Kansas - March, 1971

International CEC - An experimental analysis of the effects of special class placement on the academic and attending behavior of two elementary school pupils - Miami, Florida - April, 1971

St. Louis County Special School District - Practical and technical applications of responsive teaching procedures in the classroom - St. Louis, Missouri - August, 1971

International CEC - Effects of distributive practice on the spelling achievement of a junior high school student - Washington, D.C. - March, 1972

Teacher Training Technology Conference - 1. A comparison of the effects of reinforcement and punishment procedures upon the social behavior of first grade students. 2. Effects of a study procedure used to increase spelling achievement - Lawrence, Kansas - March, 1972

Follow Through Conference in Applied Behavior Analysis - The use of an antecedent event to modify the spelling performance of primary and intermediate grade students - Lawrence, Kansas - May, 1972

National Association of School Psychologists - The implementation of a responsive teacher training program in an entire school district with the school psychologist as trainer - New York - March, 1973

PROFESSIONAL PRESENTATIONS continued:

Highland Park Teachers - The use of antecedent and consequent events to increase academic productivity and accuracy - Topeka, Kansas - May, 1973

American Psychological Association - The school principal as a behavior management specialist - Montreal, Canada - September, 1973

National Association of School Psychologists - A multi-faceted child advocacy program - Las Vegas, Nevada - March, 1974

International CEC - Consulting teachers: Roles and training - New York - April, 1974

Topeka, Kansas Chapter of CEC - The future of special education in Shawnee County - Topeka, Kansas - May, 1974

American Psychological Association - A behavioral approach to the management of hyperactivity - New Orleans, La. - September, 1974

National Association of School Psychologists - A paradigm for facilitating interdisciplinary interdependence - Atlanta, Georgia - April, 1975

Association of Children with Learning Disabilities - A preschool paradigm for ameliorating behavior ascribed to children with learning disabilities Seattle, Washington - March, 1976

WORKSHOP PRESENTATIONS:

Eighth Annual Conference on Exceptional Children - Houston, Texas - 1971

St. Louis County Special School Dis-rict - St. Louis, Missouri - 1971

Topeka Special Education Teachers - Topeka, Kansas - 1972

Responsive Teaching Workshop - Kansas City, Missouri - 1972

Southern Leadership Conference of the American Psychological Association - Austin, Texas - 1972

Responsive Teaching Workshop (Coordinator of Advanced Training) Kansas City, Missouri - 1973

Behavior Modification Technology - Atlanta, Georgia - 1974

Kansas City Missouri Speech Therapists - Kansas City, Missouir - 1974

Responsive Teaching Workshop (Coordinator of Advanced Training) - Kansas City, Missouri - 1974

Responsive Teaching Workshop (Coordinator of Advanced Training) - Kansas City, Missouri - 1975

PUBLICATIONS:

Rieth, H.J. & Copeland, R.E. An applied behavior analysis approach to educational psychology. In D. Treffinger, J. K. Davis & R. Ripple (Eds.) Handbook on Educational Psychology: Instructional Practice and Research. New York: Academic Press (in press)

Rieth, H.J. A behavioral approach to the management of hyperactivity. (50 pages) In M. Fine (Ed.) Intervention Strategies With Hyperactive Children. Springfield, Illinois: Charles C. Thomas, 1976

Rieth, H.J, Axelrod, S., Anderson, R., Hathaway, F., Wood, K., & Fitzgerald, C. Influence of distributed practice and daily testing on weekly spelling tests. Journal of Educational Research, 1974, 68,

Fox, R.G., Harris, J.W., Copeland, R.E., Rieth, H.J., & Hall, R.V. A computerized system for selecting teaching studies catalogued along twenty-eight important dimensions. In E. Ramp & G. Semb (Eds.) Behavior Analysis: Areas of Research and Application. Englewood Cliffs, N.J.: Prentice Hall, 1975.

Rieth, H.J., & Harris, J.W. The elimination of chronic crying with a fourth grade student. Proceedings of the Sixth and Seventh Annual National Association of School Psychologists Convention, 1975, 6, 40.

Harris, J.W., & Rieth, H.J. The modification of reading performance through the use of systematic teacher attention. Proceedings of the Sixth and Seventh Annual School Psychologists Convention, 1975, 6, 41.

Rieth, H.J. & Harris, J.W. The role and training of a responsive school Psychologist. Proceedings of the Sixth and Seventh Annual National Association of School Psychologists Convention, 1975, 7, 151.

Harris, J.W., & Rieth, H.J. The consulting teacher as a special service team member. Proceedings of the Sixth and Seventh Annual National Association of School Psychologists Convetnion, 1975, 7, 152.

Rieth, H.J., & Hall, R.V. Responsive teaching model readings in applied behavior analysis. Lawrence, Kansas: H & H Enterprises, Inc., 1974.

Rieth, H.J. Shawnee Heights learning disabilities project. A Typical Report 1973, 6, 14.

Griffith, R.C., & Rieth, H.J. The use of teacher attention to modify the attending behavior of three fourth grade students. In R.V. Hall and R.G. Fox Responsive teaching transparency kit. Lawrence, Kansas: H & H Enterprises, Inc., 1973.

Rieth, H.J., & Wood, K. The use of distributive practice to modify the attending behavior of three fourth grade students. Research in Education, 1972.

GRANTS FUNDED:

Title VI - B E.S.E.A. A preschool and primary resource room research project $93,000.

Co-Author - Bureau of Education for the Handicapped - A Program for Training Special Education Consultants in Remediating Academic and Social Behaviors of Handicapped Children - $351,815.

Title VI - B E.S.E.A. A Screening and preschool program for children with behavior ascribed to children with learning disabilities - $25,000.

Title III - A program to train parents to manage the academic and social behavior of handicapped children - $100,000

VITA INFORMATION

Rodney E. Copeland

Date of birth: February 4, 1943 Sex: Male
Place of birth: Garnett, Kansas Present Nationality: American

Educational Experience:

B.S., Kansas State Teachers College, Education, 1967
M.S., Kansas State Teachers College, Psychology, 1968
Ph.D., University of Kansas, Psychology, 1973

Other Training and Experience:

Peace Corps Volunteer, 1962-64
Teacher of the trainable retarded, Emporia, Kansas, 1965-66
Acting Director, Center for Trainable Retarded Children, Summer, 1966
Traineeship for teachers of the mentally retarded, 1966-67
Public School teacher, Special Education 7th Grade, Madison, Kansas, 1967-68
School Psychologist, Kansas City, Kansas, 1968-69
Research Assistant, Department of Human Development, University of Kansas, 1969-73
Instructor, Behavior Management Class, University of Kansas, 1970-71
Director of Learning Center, Mission, Kansas, 1971-72
Visiting lecturer, University of California, Santa Barbara, Summer, 1971
House Parent, Community Training Program for Adult Retarded Women, Mission, Kansas, 1972-73
Visiting lecturer, Washburn University, Topeka, Kansas, Summer, 1973
Visiting lecturer, Institute of Rehabilitation, Republic of Panama,1972
Research Associate, Bureau of Child Research, University of Kansas, 1973-present
Visiting lecturer, University of San Diego, Summer, 1973
Co-Director, Juniper Gardens Children's Project, University of Kansas: Public School Research, Teacher Training, 1973-present
Director, Paraprofessional Mental Health Worker Training Grant, University of Kansas, 1973-present
Adjunct Assistant Professor, Department of Human Development, University of Kansas, 1973-present
Primary author of "A Program for Training Community Paraprofessional Mental Health Workers", 1973. Funded for a five year period by the National Institute of Mental Health
Consultant for the Economic Opportunity Foundation, Kansas City, Kansas, 1973-present
Director and Co-Author of 3 year paraprofessional training grant, funded by Bureau of Educationally Handicapped, 1974-present
Consultant for the Johnson County Mental Retardation Center, Johnson County, Kansas, 1974

3/75

Fields of Present Major Scientific Interest:

Experimental analysis of (1) the role of the school principal regarding the behavior of the principal, teachers, pupils, and parents and (2) the variables involved in training paraprofessionals to work effectively.

Supplemental Information:

Honors, Doctoral Oral Comprehensive Examination
American Educational Research Association
Council for Exceptional Children
American Psychological Association
Review Board Panel Member, Bureau of Educationally Handicapped,
    Washington,D.C., April, 1974, December, 1974.
Guest Editor, *Journal of Applied Behavior Analysis*
Certified Psychologist, State of Kansas

Publications:

Copeland, R., Brown, R., and Hall, R., Effect of a School Principal Praising Parents for Student Attendance, *Educational Technology*, 1972, *12*, 56-59.

Copeland, Rodney, E., Brown, R., and Hall, R. Vance. The Effects of Principal Implemented Techniques on the Behavior of Pupils. *Journal of Applied Behavior Analysis*, 1974, *1*, 77-86.

Copeland, Rodney E. section on "Measurement" in book entitled, *Responsive Teaching Model Readings in Applied Behavior Analysis* by Rieth, Herbert and Hall, R. Vance, H&H Enterprises, Inc., 1974.

Brown, R., Copeland, R., and Hall, R.V., "School Phobia: Effects of Behavior Modification Treatment Applied by an Elementary School Principal", *Child Study Journal*, 1974, *4*, No. 3, 125-133.

Brown, R., Copeland, R., and Hall, R.V., "The School Principal as a Behavior Modifier", *Journal of Educational Research*, 1972, *66* 175-180.

Hall, R., and Copeland, R., "The Responsive Teaching Model": A first step in Shaping School Personnel as Behavior Modification Specialists, in F.W. Clark, D.R. Evans, L.A. Hamerlynck (Eds.), *Behavioral Programs for schools and Clinics* (Proceedings of the Third Banff International Conference on Behavior Modification). Research Press Company, Champaign, Illinois, 1972, 125-150.

Fox, R., Copeland, R., and Hall, R., "Investigation of the Relationship Between Study Behavior and Academic Performance". National Council for Exceptional Children Convention Proceedings, Miami Beach, Florida, 1971.

Publications continued:

Lamb, R., Harris, J., and Copeland, R., "A Token Reinforcement Program for Returning and Eight-year-old Girl to Her Own Bed", Managing Behavior, III, H&H Enterprises, Inc., Merriam, Kansas, 1971.

Hall, R., Ayala. R., Copeland, R., Cossairt, A., Freeman, J., Harris, J., Responsive Teaching: An Approach for Training Teachers in Applied Behavior Analysis Techniques . In Eugene A. Ramp and Bill L. Hopkins (Eds.) A New Direction for Education: Beahvior Analysis, 1971. The University of Kansas Support and Development Center for Follow Through, Department of Human Development, 1971, 157.

Fox, R., Copeland,R., Harris, R., Hall, R., and Rieth, H., "A Computerized System for Selecting Responsive Teaching Studies Cataloged Along Twenty-eight Important Dimensions", Behavior Analysis in Educations, 1973 (in press).

Hall, R. Vance, Fox, Richard, G., Harris, Jasper W., Copeland, Rodney E., Cossairt, Ace, and Crowder, Jeane, "Responsive Teaching Model Transparency Kit", H&H Enterprises, Inc., 1973.

Copeland, R.E. and Hall, R. V., "Behavior Modification in the the Classroom", chapter in Hersen, Eisler, and Miller (Eds.) Progress in Behavior Modification, Academic Press, Vol. 3 (in press).

Hall, R.V., Copeland, R.E., and Clark M., "Management Strategies for Teachers and Parents: Responsive Teaching", chapter in Haring and Schieflebusch (Eds.) Teaching Special Children, McGraw, Hill (in press).

Workshop & Inservice Presentations:

Parent Training Workshop, Project Follow Through, Kansas City, Missouri Public Schools and Waukeegan, Illinois Public Schools, 1970.

Behavior Modification Workshop, Ozark Mental Health Center, Joplin, Missouri, 1971.

Behavior Modification Workshop for teachers of trainable retarded, State Department of Education, Missouri, 1971.

Title III Workshop, Ohio Department of Mental Hygiene and Correction, Columbus, Ohio, 1971.

Teacher Training Workshop, State Department of Education, Missouri, 1971.

Teacher Training Workshop, University of California, Santa Barbara, 1971.

School Psychologist Workshop, University of Maryland, 1971.

Kansas Occupational Therapy Workshop, Menorah Medical Center, Kansas City, Missouri, 1972.

Nashville Showcase of Innovative Treatment Programs in Child Mental Health, Nashville, Tennessee, 1972.

Children and Youth Services First Annual Conference, Gatlinbert, Tennessee, 1972.

Co-Presenter in three day Atlanta Behavior Modification Workshop, Atlanta, Georgia, 1972.

Responsive Teaching Workshop and guest lecturer, Washburn University, Topeka, Kansas, 1972.

Responsive Teaching Workshop, Kansas City, Missouri, 1972.

One month teacher training and research program in the Republic of Panama, 1972.

Responsive Teaching Course - Summer Workshop and guest lecturer, University of San Diego, California, 1973.

Responsive Teaching Workshop, Kansas City, Missouri, 1973.

Workshop & Inservice Presentations continued:

Workshop and Consultantship, Sunburst Youth Homes, Neillsville, Wisconsin, 1973.

Intensive Workshop, Third Annual Atlanta Behavior Modification Workshop, Atlanta, Georgia, 1974.

Responsive Teaching Workshop, Kansas City, Missouri, 1974.

Presenter for the Texas State Department of Special Education, Dallas, Texas, 1974.

Inservice training for the Western Missouri Mental Health Center, Kansas City, Missouri, 1974.

Papers Presented at Professional Meetings:

Co-Chairman of Panel presentation on behavior modification research, Kansas Council for Exceptional Children, State Convention, Topeka, Kansas, 1971.

Co-Chairman of Panel presentation of behavior modification research, National Council for Exceptional Children, Miami Beach, Florida, 1971.

Second Annual Symposium on Behavior Analysis, Project Follow Through, "The School Principal as a Behavior Modifier", Lawrence, Kansas, 1971.

International Council for Exceptional Children Convention, "The Effects of Token Reinforcement on the Leisure Time Behavior of Trainable Retarded Students", Washington,D.C., 1972.

Fourth Annual Symposium Behavior Analysis, Project Follow Through, "The Effects of Principal Implemented techniques", Lawrence, Kansas, 1973.

American Psychological Association Convention, "Effects of Principal Assigned Jobs on Student Behavior" Montreal, Canada, 1973.

National Association for School Psychologists, "Involving the School Principal in Child Treatment Programs", Las Vegas, 1974.

Kansas State Association of School Psychologists Convention,"Utilization and Training of Paraprofessional Mental Health Workers", Salina, Kansas, 1974.

Greater Kansas City Council for Exceptional Children,"Paraprofessionals in Special Education", Kansas City, Missouri, 1974.

International Council for Exceptional Children Convention, "Utilization and Training of Paraprofessional Aides", Los Angeles, California, 1975.

National Association for School Psychologists "The Paraprofessional as a Special Team Member", Atlanta, Georgia, 1975.

VITA INFORMATION

SALLY LORENZ

Date of birth: November 28, 1940 Sex: Female
Place of birth: Seattle, Washington Present Nationality: American

Educational Experience:

B.A., Central Washington State College - Art Education - 1968
M.S., Central Washington State College - Special Education (cross-categorical) - 1971
Ph.D., University of Kansas - Applied Child Psychology (H.D.F.L.) - projected 1976

Other Training and Experience:

Special Education Teacher - Miller Jr. High School, Aberdeen, Washington; Mentally Retarded, Emotionally Disturbed, Learning Disabled, Slow Learner: ages 12-20 -- 1969-1971.
Curriculum Materials Coordinator--Special Education Dept., Miller Jr. High School, Aberdeen School Dist.--Summer, 1971
Branch Programming Participant, Sullivan Programmed Reading, Math Series--Aberdeen School Dist.--Summer, 1971.
Recipient of Graduate Assistantship - Special Education Dept. - Central Washington State College - 1971-72.
Recipient of "Life-time Teaching Certificate", Special Education (Cross categorical k-12) State of Washington - 1971.
Director - Handicapped Children's Learning Center; preschool for exceptional children (cerebral palsy, emotionally disturbed, mentally retarded, slow learners, learning disabled, gifted), Ellensburg, Washington, 1971-1973
Practicum Supervisor - Central Washington State College, Dept. of Special Education - 1971-1973.
Visiting Professor - Central Washington State College, Dept. of Special Education - Summer, 1972.
Consultant/Program Evaluator - West Valley School District, Reading Program, Yakima, Washington - Spring, 1972.
Consultant - Ellensburg Public Schools, Special Education Dept., work-study program - 1971-72.
Co-Founder, Committee Member - Community Volunteer Program, Ellensburg, Washington 1971-1972.
Lecturer - Central Washington State College, Special Education Department 1972-1973.
Student Advisor - Student Council for Exceptional Children, Central Washington State College - 1972-1973.
Curriculum Methods and Materials Specialist - Juniper Gardens Children's Project, Bureau of Child Research, Consulting Teacher Training Program 1973-1975.

Other Training and Experience cont.:

Practicum Coordinator/Supervisor - Juniper Gardens Children's Project, Bureau of Child Research, DART Program - 1974-75.
Research Supervisor - Juniper Gardens Children's Project, Bureau of Child Research Program - DART Program - 1974-1976.
Research Assistant - University of Kansas, Dept. of Human Development and Family Life - 1975-76.
Advisory Council Member - Wyandotte County Comprehensive Special Education Cooperative - 1975-76.
Site Visit - University of Vermont, Consulting Teacher Training Program, November, 1973.
Guest Review for the Journal of Applied Behavior Analysis (JABA).
-Evaluator - Utah State University, Dept. of Special Education, Field Service Training Program for Teachers of Exceptional Children - Summer, 1976.
-Consultant, Kansas City, Kansas Special Education Department Trainable Mentally Retarded Program, 1974-75.
-Consultant - Kansas City, Kansas - Learning Disabilities Program, 1973-76.
Evaluator - Utah State University, Dept. of Special Education, Field Service Training Manuals, Summer, 1975.

Awards and Honors:

Deans List - Central Washington State College, 1968.

Fields of Present Major Scientific Interest:

Modification of curriculum and materials for the educationally handicapped-all age and ability levels.
Development, evaluation and validation of curriculum materials.
Mainstreaming strategies for Exceptional Children.
Competency-based teacher evaluation
Students Classroom Management techniques via operant technology.
Teacher Training in all of the above

Publications:

Professional Presentations:

-Symposium presenter: "Responsive Teaching: A Consulting Teacher Training Program designed to expand the educational options for Exceptional Children" 51st International Council for Exceptional Children, New York, April, 1974.

-Presented a paper "The Consulting Teacher Model"--National Association of School Psychologists Annual Convention, Atlanta, Georgia, April, 1975.

Speaker at Teach-A-Rama Workshop for the Gamma Beta Chapter of the National Sorority of Phi Delta Kappa, Kansas City, Kansas, November, 1974 (topic): "Use of Rate Based Reading and Math Programs in Teaching Basic Skills")

Chairperson "A Comprehensive Special Program for the Learning Disabled Child via Early Identification and Teacher, Parent, and Paraprofessional Training"--International Conference, Association for Children with Learning Disabilities, March 1976.

Speaker, topic "
International Convention, Council for Exceptional Children, Chicago, Illinois, April, 1976.

Workshops and Symposiums:

Ellensburg, Washington - "Management of Disruptive Behaviors in The Homes", Parents of Exceptional Children Association - 1971.

Ellensburg, Washington - "The Use of Community Resources for Parents of Exceptional Children, Elks - 1972.

Ellensburg, Washington - State of the Arts in Services for the Handicapped in Kittitas County - J.C.'s - 1972.

Ellensburg, Washington - Handicapped Children Learning Center: Quarterly Workshops on Curriculum, Materials, and Operant Techniques for pre-school exceptional children - 1971-73.

Ellensburg, Washington - various service groups "Community Responsibilities for exceptional children" - 1971-73.

Ellensburg, Washington - Symposium Chairperson "Moral and Ethical Issues in the Use of Behavior Modification" - Central Washington State College - Summer, 1973.

Shawnee-Mission, Kansas - Dept. of Special Education (Learning Disabilities, Educable Mentally Retarded) workshop presentation (a series of three) on use of LAPS (Learning Activity Packages) as a technique to individualize and self-pace.

Kansas City, Kansas - Dept. of Special Education (Learning Disabilities) workshop presentations (series of three) "Rate based math program" - Winter, 1975.

Kansas City, Kansas - Sumner High School, "Community Analysis as a Basis for a Work-study Curriculum" - January, 1974.

Kansas City, Kansas - Sumner High School, "Task Analysis of Curriculum" February, 1974.

Kansas City, Kansas - DART Program (Diagnostic and Resource Teachers) "Self Management Activity Approach to Curriculum" - Fall, 1973, Spring, 1974.

Kansas City, Missouri - Workshop on Responsive Teaching, curriculum section--"Individualizing Classroom Instruction Through a Self-Management System" - June, 1974.

Kansas City, Missouri - Coordinator of Summer Workshop Series - Itinerant Consulting Teacher Training Program - Summer, 1974.

Professional Organizations:

Council for Exceptional Children (CEC) divisions: mental retardation, learning disabilities, teacher training.
Phi Delta Kappa
Association for Children with Learning Disabilities
National Association for Retarded Children
Member: National Educational Honorary Society
[illegible]
[illegible]

Grants Funded:

VITA INVORMATION

RICHARD G. FOX

Date of birth: July 7, 1943 Sex: Male
Place of birth: Michigan City, Indiana Nationality: American

Educational Experience:

B. S., Western Michigan University, Special Education, 1965
M. A., Western Michigan University, Special Education, 1967
Ph.D., University of Kansas, Developmental Child Psychology, 1974

Other Training and Experience:

Teacher, LaPorte County Therapy Center for Retarded Children, Michigan City, Indiana
Counsellor, Job Corps Training Center, Ft. Custer, Michigan
Teacher, Portage Public Schools (Junior High Educable Mentally Handicapped) Portage, Michigan
Teacher, Kalamazoo Public Schools (Primary Emotionally Disturbed. Project was experimentally oriented to determine scientific educational procedures.)
Teacher and Director, Prevocational Training Program, Kalamazoo State Hospital. (Set up a prevocational program employing behavioral principles with chronically disordered children.)
Teacher, Kansas City, Kansas Public Schools (Emotionally Disturbed)
House Parent, Mennonite Children's Home (Emotionally Disturbed)

Fields of Present Major Scientific Interest:

Applied behavior reserach in the schools and community

Supplemental Information:

Scholarships

Traineeship for teachers for the Mentally Handicapped, Western Michigan University, 1964-65 (Undergraduate)

Fellowship for teachers of the Emotionally Disturbed, Western Michigan University, 1966-67 (Graduate)

PUBLICATIONS:

Hall, R.V., Fox, R., Willard, D., Goldsmith, L., Emerson, M., Owen, M., Davis, F. and Porchia, E. The teacher as observer and experimenter in the modification of disputing and talking out behavior. *Journal of Applied Behavior Analysis,* 1971, 4, 141-149.

Baldwin, R.L., Fox, R. and Baldwin, J. A home study in which acting as observer and experimenter, uses social reinforcement to modify the behavior of a three year old child. *School Applications of Learning Theory,* 1972, 4, 28-35.

PAPERS PRESENTED AT MEETINGS:

Fox, R., Copeland, R. and Hall, R. V. Investigation of the relationship between study behavior and academic performance. Paper presented at the meeting of the International Council for Exceptional Children, Miami, Florida, 1971.

Fox, R. and Hall, R. V. Altering pupil reading performance by differentially reinforcing tutoring behavior. Paper presented at the meeting of the International Council for Exceptional Children, Washington, D. C., 1972.

Fox, R., Copeland, R., Harris, J.W. and Hall, R.V. A Computer Retrieval Program for Responsive Teaching. Paper presented at the meeting of the 1973 Conference on Behavior Analysis in Education, Lawrence, Kansas, 1973.

COLLOQUIA, WORKSHOPS AND OTHER PRESENTATIONS:

International Convention, Council for Exceptional Children; Miami, Florida; 1971.

Kansas State Convention, Council for Exceptional Children; Topeka, Kansas; 1971.

Title III Workshop, Ohio Department of Mental Hygiene and Correction; Columbus, Ohio; 1971.

In-Service Training Workshop: Virden Elementary Schools; Virden, Illinois; 1971.

Behavior Modification Workshop: Clinch Valley College; Wise, Virginia; 1971.

In-Service Workshop: Project Head Start; St. Joseph, Missouri; 1971.

EPDA/Special Education Workshop: EMC Olathe Unified School District; Olathe, Kansas; 1972.

Kansas Occupational Therapy Association Workshop: Menorah Medical Center; Kansas City, Missouri; 1972.

Northwest Missouri Teachers Association Convention: Missouri Education Association; Maryville, Missouri; 1972.

International Convention; Council for Exceptional Children; Washington, D. C.; 1972.

EPDA Workshop: Empirical Bases for Teacher Training; Lawrence, Kansas; 1972.

Behavior Modification Workshop: Behavior Modification Technology; Atlanta, Georgia; 1972.

Alameda County Drug Abuse Workshop: Alameda, County Public Schools; Oakland California; 1972.

Behavior Modification Workshop: Problems-in Living Center; Sioux Fall, South Dakota; 1972.

Conference on the Management of Hyperactive Children: West Fargo Public Schools; West Fargo, North Dakota; 1973.

1973 Conference on Behavior Analysis in Education: University of Kansas; Lawrence, Kansas; 1973.

V. MAJOR ACTIVITIES & ACCOMPLISHMENTS

Major Activities and Accomplishments of year 01

During the first four months of the project year, the major activities and accomplishments were in the area of program implementation. Implementation activities began immediately after approval of the grant, with the selection of masters and doctoral trainees. The selection process was facilitated by a selection committee consisting of all staff members. Areas considered for evaluation purposes were on-the-job observation of the applicant, a review of recommendations of colleagues and supervisors, a review of transcripts of previous academic work, personal interviews, and where applicable, an examination of previously completed Responsive Teaching Studies.

As a result of the interviews, eleven masters students and four doctoral student trainees were accepted. After the students were selected, each was given an advisor and a degree committee was assigned and a program for each student was outlined.

The masters students came from a variety of backgrounds and had a variety of research interests. Their teaching level ranged from kindergarten through senior high school with a number of special teachers included. There was a Level I EMR teacher, an ED Teacher, and a teacher for the autistic. Their research interest too, was varied in its breath; they researched: the effects of parent training programs on the academic behavior of handicapped students; the assessment of the effectiveness of reading instruction on reading accuracy of handicapped learners; a way of increasing test grades of low achieving twelfth grade students in language arts; a component analysis of procedures used in training teachers; the effects of cross grade level tutoring on the reading achievement of handicapped students; the assessment of the effects of contingencies on academic productivity in mathematics; strategies for increasing the frequency of school attendance of students enrolled in an inner-city school; the effects of peer tutoring on arithmetic performance of handicapped learners; methods of increasing attending behavior during math sessions; an investigation of methods for increasing listening comprehension. Indeed, this herculian task was met with a degree of enthusiasm by all concerned.

At the doctoral level there were two full-time and four part-time student trainees. They, too, came from a variety of backgrounds and experiences. Several of the students came from a psychology and mental health background, others from an education and special education background. All were outstanding candidates.

In addition to their extensive graduate course work and graduate teaching responsibilities, the doctoral students along with staff members were responsible for monitoring masters research activities. This supervising group generally met formally or informally with the masters trainees once a week. These meetings afforded the trainees and the staff an opportunity to present data regarding the status of their training program and their research. Too, an evaluation component was instituted whose procedures focused on the observable behavior emitted by the trainees. Hence, heavy emphasis was placed on the examination and analysis of data recorded by the trainees during year 01.

Major Activities and Accomplishments of Year 02

The most significant accomplishment of year 02 was the graduation of eight of our initial group of trainees. They completed all of the course work, plus the extra three courses necessary for certification in the area of learning disabilities, and written theses. The theses encompassed data collected while the trainees worked on the job as either a regular class teacher or as a Diagnostic and Resource Teacher (DART), which is the title given consulting teachers in the Kansas City, Kansas school district.

One of the trainees, of whom we are particularly proud, Barbara Terry, presented her thesis data at the International Council for Exceptional Children Convention in New York. The thesis dealt with the effective use of an attendance bombardment program to increase the frequency of attendance of a group of primary grade inner-city school students. The other theses covered a range of educational problems. Some of the educational concerns were:

- An assessment of the effectiveness of token reinforcement procedures on the academic performance of a group of students in a self-contained special education class. As part of her project this trainee developed a highly successful system to fade the tokens and enable the teacher to maintain high levels of academic achievement with social reinforcement.

- Procedures for increasing the achievement of two classes of senior high school students enrolled in a language arts class. This trainee also increased the percent of homework assignments completed and the amount of time spent speaking French in a foreign language course.

- An evaluation of the Consulting Teacher Training Program. This trainee recorded data regarding the effectiveness with which she worked with students and teachers. Parents, teachers and principals also filled out consumer evaluations on all the DARTs who were trained through our program. The data indicated a very favorable disposition toward the DARTs.

- Procedures for modifying the spelling performance of a group of second grade students. This trainee complemented a series of tutorial procedures and a token reinforcement system with stars on a chart as the backup to significantly increase the performance of the students.

- An analysis of fourth grade students' study behavior and the number of correct arithmetic problems worked. The results of the study demonstrated that the contingent use of teacher attention was an effective technique for increasing the rate at which students emitted study behavior and worked math problems correctly.

- Procedures for determining the effects of contingent free time on daily math quiz scores for a fifth grade class. She found that the use of reinforcement techniques, in the form of contingent free time, was effective in increasing the scores on daily math quizzes.

- Procedures for determining the effect of behavior analysis techniques on listening comprehension of regular elementary classroom students. This trainee found that operant techniques facilitated the acquisition of listening comprehension skills in elementary school students. She also found that prompting increased listening comprehension in elementary students.

- An assessment of the Modification of Reading Behavior Program (Hyrum Henderson, 1971) - a rather unique phonics approach. Although the trainee was working in a self-contained L.D. classroom, she was able to prescribe and utilize the various strategies learned in the Consulting Teacher Training Program.

- An assessment of certain key learning material packets currently popular and in use in most resource centers. This trainee's efforts should provide some timely data for both resource teachers and itinerant Consulting Teachers.

Only two of our original group of trainees have not graduated. Both have completed their course work and collected their thesis data. Currently, both are in the final stages of writing their theses.

Eight of the former trainees are now working with the Kansas City, Kansas Public Schools as DARTs. Of the other two former trainees, one is working in the suburban Olathe Schools as an Itinerant Methods and Materials Specialist and the other is in charge of training paraprofessionals in the areas of prescribing methods and materials.

Two doctoral students have completed their programs. One student develope a program which included a booklet, to teach intermediate grade students about behavior analysis. She taught them not only the basic principles but required the participating students to do a project, which involved the application of the principles in an applied setting. The results demonstrated that the program was very effective.

The other student investigated the effectiveness of a principal implemented teacher supervision package. This package enabled the principal to successfully modify teacher behavior and produced correlated increases in student achievement.

Since graduating, Dr. Cossairt has accepted a position as Director of Community Research with Economic Opportunity Foundation (EOF) in Kansas City, Kansas. He researched the efficacy of the many programs under the EOF umbrella and attempted to obtain funds to further programs. Dr. Crowder is serving as Co-Director of a program to train paraprofessionals to work in pre-school programs for the handicapped. This program, which is being sponsored by Kansas City, Kansas Junior College, will involve the development, implementaiton, evaluation and dissemination of the proposed training program.

The three other doctoral students will be completing their residencies this year. This should, for the most part, enable them to complete their requirements for the degree. Since the last reporting period, these students have completed all of their required courses and are currently preparing for their oral and written comprehensives and collecting their dissertation data.

This year we have selected a new group of nine masters degree trainees. These students were selected by the following criteria: 1) at least two years of successful teaching experience; 2) exemplary performance in SPED 777 (Managing the Classroom Behavior of Exceptional Children); 3) personal interview by project staff members; 4) a visit to their classrooms to evaluate their teaching skills.

Once the trainees were selected their programs were outlined. They began training during the summer when they were enrolled in a practicum taught by our staff; they also took two other required courses. The practicum lasted for seven weeks and included instruction and experience with diagnostic testing, curricular materials and prescription writing and implementation. Each trainee provided tutorial assistance for two students referred by the local schools because of serious academic handicaps.

Among the highlights of the summer program were presentations made by outside consultants. Two of the consultants, Dr. Hy Henderson and Dr. Tina Rosen, were from Utah State University. Another of the consultants was Margritte Graves of the University of Vermont who discussed minimal objectives. She presented an indepth workshop on the development and implementation of minimal objectives. In addition she shared data regrading the effectiveness of the system.

The trainees also participated in a year long practicum. This involved on the job experience and they were placed with last year's graduates all of whom are working as DARTs. During this period they were supervised by both the DARTs and the project staff.

Public Relations

The content of this years practicum was developed and modified during the 73-74 school year. The program involved the usual on-site visits complete with modeling and feedback. Sally Lorenz, our Practicum Coordinator, however, noticed that of our trainees who were serving as DART's, four were encountering many problems regarding gaining entry to the school in order to institute the programs. These problems were related to the fact that this was the first year of operation of the DART program within the Kansas City, Kansas Schools. Consequently, the entire school district staff was apprehensive regarding the purpose as well as how the program was to be implemented.

In an attempt to allay the apprehensiveness of the school leadership as well as to provide some direction regarding the implementation of the program, Dr. Harris taught a class for interested principals. The course pertained to the management of classroom behavior and the role that auxillary personnel could play in facilitating classroom management. In an attempt to communicate information regarding their program, the DART's initiated an inservice program. Much of the content presented at these meetings was generated in weekly meetings with the Practicum Coordinator. The DARTs also presented at district wide in-service meetings held in the Shawnee Mission District to present demonstrations regarding the use of a variety of modification and programming strategies. The in-service was held for regular class teachers to apprise them of methods of working with handicapped learners in their classroom.

Overall this was a year of accomplishment for the program. More effective liaisons were established with the State Department of Education, and this was very helpful in adding to the success of the program. Most of all, however, our greatest accomplishment was the fact we trained a number of graduates who are helping school districts meet the needs of handicapped students.

Major Activities and Accomplishments of Year 03

Year 03 proved to be a banner year for the program in that we were able to implement a successful Consulting Teacher Training program with four full-time and three part-time masters students. Heretofore, we had only enrolled part-time students due to the lateness of the funding during the first year and the necessity of extending training and stipends to the first group of ten trainees for two years. But during the 03 year, we were able to institute a fantastic practicum component as a supplement to the required university courses. (See Practicum).

Since four of the students were full-time and since most of the formal courses were in the late afternoon and evening, the trainees had all morning for practicum sessions. During the first semester, they spent twelve weeks in a supervised Learning Disabilities room with a certified L.D. teacher with three days a week monitoring by our Practicum Coordinator, Sally Lorenz. During the second semester, the full-time students were paired with a Consulting Teacher (DART - Diagnostic and Resource Teacher) who was a graduate of our program. In this setting as in the self-contained L.D. room, the trainees monitored both social and academic behaviors of several students, assessed academic deficits and programmed curricula for remediation. For all trainees some or all of this data became pilot or thesis research. As for the part-time trainees, our Practicum Coordinator and Project Coordinator implemented the same training procedures in the part-time trainees' respective self-contained classroom, thus, enabling the part-time trainees to experience similar assessment and deficit remediation strategies.

In order to create a greater degree of camaraderie between the part-time and full-time students and to create a reciprocal learning environment, we held a Seminar for both full and part-time students on Thursday afternoons. This Seminar was conducted by the Practicum Coordinator and the Project Coordinator. Here, curricula and materials problems were discussed and solved and a forum for thesis research activity was fostered. As a result of these efforts, all of the thesis research was planned and carried out during this period by all seven trainees.

Some of the thesis research topics were as follows:

> An assessment of the effects of peer tutoring on low achieving students in two fifth grade classrooms. In using the Modification of Reading Behavior Program (Hyrum Henderson, 1971) in this assessment and training strategy, the trainee was successful in increasing the reading rate of five fifth grade students who were two to three years below grade level in reading.
>
> A comparison between the Ginn 360 Reading Series and the Ginn 360 Series supplemented by Modification of Reading Behavior Program (Hyrum Henderson, 1971) for second grade students. The trainee found that the students' reading rate increased markedly if the Ginn 360 were supplemented with the rate based Henderson Program.

An analysis of the effects of the utilization of the Learning Activity Packet (LAP) in an EMR classroom. This trainee was successful in demonstrating that if a LAP pack is "built" on assessed deficits, subsequent remediation is evident via a higher achievement rate and score.

An assessment of the effects of a modified IBCS (Hyrum Henderson, 1971) program on the arithmetic performance of fifth grade students. This trainee demonstrated through research procedures that the modified IBCS program could, indeed, increase math acquisition skills and improve arithmetic performance. The beauty of this research was that both parents, teachers, students, and the teacher aides were involved in the procedures.

Procedures to determine the effect of a systematic tutoring program on the reading behavior of handicapped learners. So effective were her strategies that several teachers in one of the elementary buildings have implemented tutorial programs centered around these procedures.

A comparison of the effectiveness of a commercial preschool supplemental readiness program used at home, on the basic acquisition skills of Kindergarten children.

A determination of the effect of selected speech correction procedures on the speech patterns of a selected speech impaired bi-lingual learning disabled student. This trainee's efforts, when finalized should provide some timely data for both resource teachers and Itinerant Consulting Teachers.

Procedures for determining the effects of a rate-based phonics program (Hyrum Henderson, 1974) on the number of phoneme-grapheme associations attained by first grade students. Her research has already proved helpful in facilitating several tutorial peer tutoring programs currently operative in several elementary schools.

So popular and successful has our program been that we have attracted six new students during year 04. This interest has been due primarily to the observed skills of our graduates and the over-all publicity given our program, that new students have elected to experience the training without benefit of a stipend.

On the doctoral level, we have only one student who has yet to defend his dissertation research. The four other doctoral students have completed their programs. Some of their research efforts have centered around:

A demonstration and assessment of the effectiveness of formally teaching parents in a replicable manner, the principles and procedures of applied behavior analysis. Once trained, the parents are able to select, shape or modify behaviors of concern to them in their natural home environment. The effectiveness of the Responsive Parent Training program was evaluated with a basic concept final examination, scientifically verified applied behavior analysis studies, a parent attitude survey and a consumer satisfaction survey.

Four investigations carried out to assess the effects of various principal initiated procedures on the mastery of basic addition and multiplication facts by inner-city elementary school students. Four hundred and fifty-three students, comprised of third, fourth, fifth and sixth graders served in the experimental groups for these studies. Another 1073 subjects from grades four, five and six served as the control group.

All in all, the past three years have been very productive. Our Consulting Teacher masters graduates continue to perform admirably in their various assignments. Of our first group of graduates, all have taken various positions in the city and out. They have taken positions as: Consulting Teachers in the Kansas City, Kansas Public School system; as a self-contained L.D. teacher; as a resource room teacher, a Research Assistant for the Bureau of Child Research and pursuing her doctorate in Developmental Child Psychology at the University of Kansas; as a liaison consultant between a public school system and the State Department of Education in Nebraska; and as a L.D. evaluator for the Nebraska State Department of Education.

Last year's full-time trainees are employed as consulting teachers in either the Kansas City, Kansas public schools or the Shawnee Mission public schools. Last year's part-time trainees are working as Consulting Teachers in the Kansas City, Kansas Public Schools and one student is employed as a Speech Correctionist in the Kansas City, Missouri public schools.

Our doctoral trainees and graduates have been just as successful as their Masters counterparts:

Dr. Ace Cossairt is now an Assistant Professor in the School of Education at the University of Wyoming; Dr. Jeane Crowder is director of a program to train paraprofessionals to work in pre-school programs for the handicapped in Juniper Gardens Children's Project. This program involves the development, implementation, evaluation and dissemination of the training program.

Dr. Ronald Brown continues to function as principal of Bryant School and to direct school research centered around academic achievement.

As is evident from the information herein, this program has been successful in graduating eleven people at the masters level and four people at the doctoral level. In addition to these efforts, four masters students have only their thesis remaining, three have one more semester of course work and their theses; and six new students have started the program this year. Only two doctoral students have yet their dissertations to defend. A remarkable performance, indeed!

IV. TRAINING PROGRAM

Development of a Role Description for the Consulting Teacher

At the onset of our training program, a "needs assessment" and subsequent task analysis was made of the probable skills that would be necessary for a consulting teacher working in flexible and differing environments. Environments that called for her to be, (1) an itinerant at times, while remaining in one building at other times; (2) for her to work directly with children at times, and indirectly (through the child's teacher) at other times; (3) for her to act as a "resource person", a trainer of aides and tutors, and a member of an educational team - all at the same time!

Members of our training project made an informal "needs assessment" of the surrounding school districts, and found the following situations and "needs". "Mainstreamed" handicapped children (E.M.R., L.D., slow learner, social adjustment) were being placed in self-contained regular classrooms, with teachers who were not adequately trained in:

1. criterion-referenced testing
2. evaluation of deficit learning areas
3. specification of learning objectives
4. development of learning prescription and performance criteria
5. programming/modifying existing classroom materials to meet specific individual needs of the child.
6. evaluating (on-going) students progress
7. training volunteer aides, peer aides to tutor students in basic skill areas of reading, math, language arts.
8. developing feedback systems for student, parents, teachers.
9. maintaining academic gains
10. use of behavior/academic management techniques for classroom management.

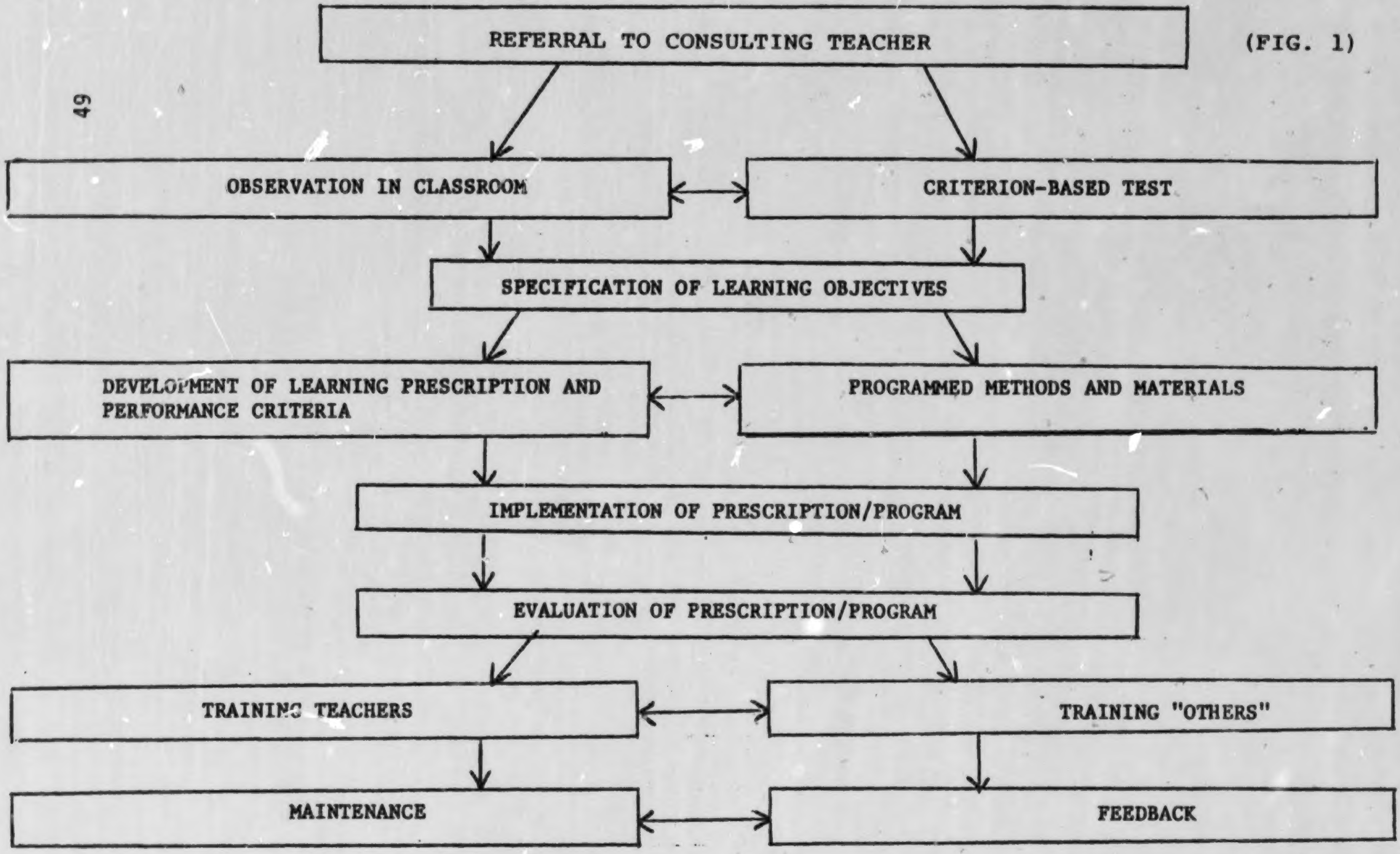
From these basic needs, a flow chart was developed (See Fig. 1), specifyi the basic procedural steps necessary to best serve the handicapped student and his teacher.

Insert Figure 1 about here

Following this basic flow chart of procedures, a second flowchart was developed, further specifying the skills in sequence, needed to provide "core" services to the handicapped learner and his teacher (See Fig. 2)

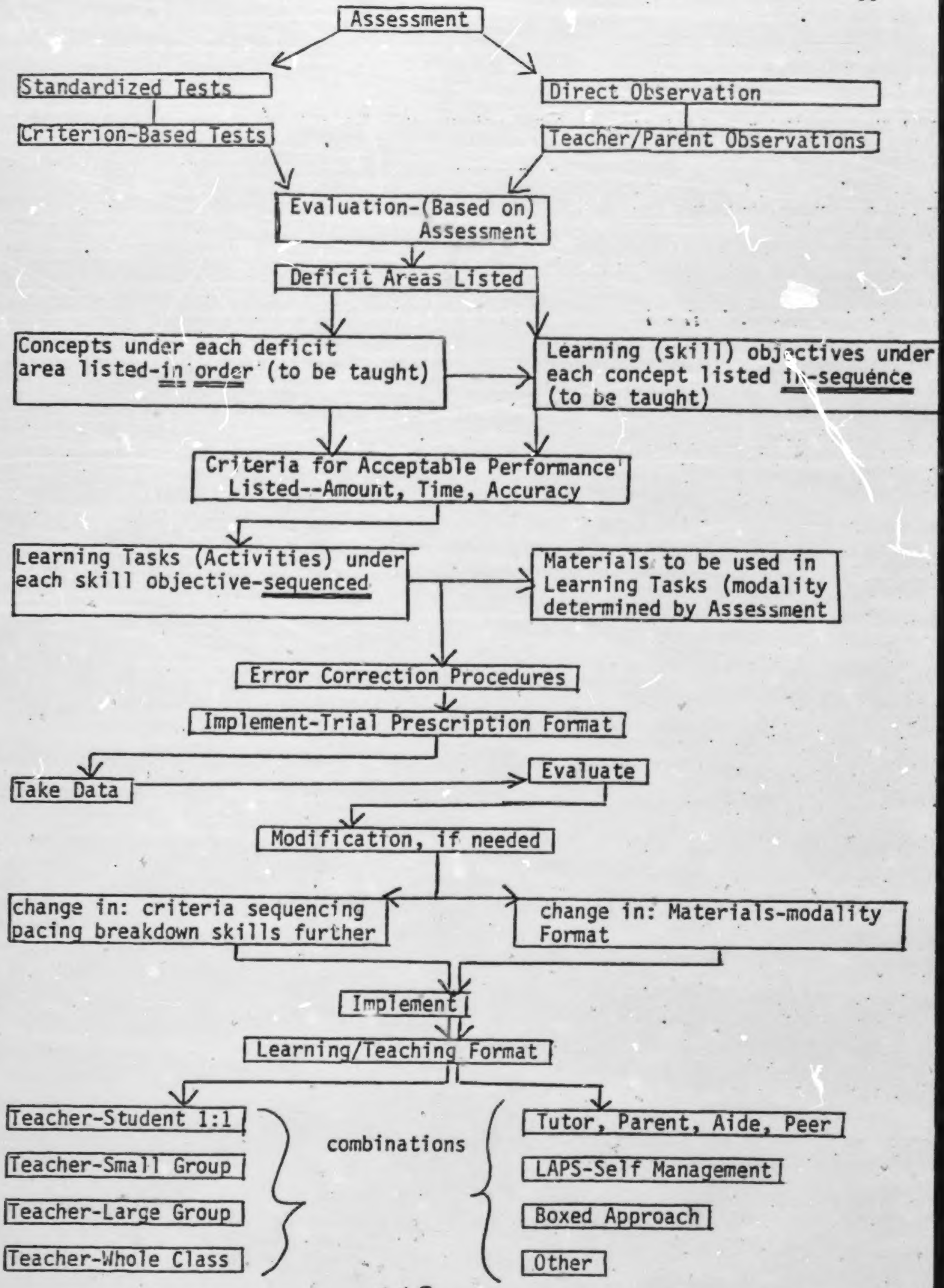
Insert Figure 2 about here

(FIG. 1)


REFERRAL TO CONSULTING TEACHER
OBSERVATION IN CLASSROOM
CRITERION-BASED TEST
SPECIFICATION OF LEARNING OBJECTIVES
DEVELOPMENT OF LEARNING PRESCRIPTION AND PERFORMANCE CRITERIA
PROGRAMMED METHODS AND MATERIALS
IMPLEMENTATION OF PRESCRIPTION/PROGRAM
EVALUATION OF PRESCRIPTION/PROGRAM
TRAINING TEACHERS
TRAINING "OTHERS"
MAINTENANCE
FEEDBACK

Prescriptive Process in Individualizing Programming (Fig. 2)

for Self-Management


Assessment
Standardized Tests
Criterion-Based Tests
Direct Observation
Teacher/Parent Observations
Evaluation-(Based on) Assessment
Deficit Areas Listed
Concepts under each deficit area listed-in order (to be taught)
Learning (skill) objectives under each concept listed in-sequence (to be taught)
Criteria for Acceptable Performance Listed--Amount, Time, Accuracy
Learning Tasks (Activities) under each skill objective-sequenced
Materials to be used in Learning Tasks (modality determined by Assessment
Error Correction Procedures
Implement-Trial Prescription Format
Take Data
Evaluate
Modification, if needed
change in: criteria sequencing pacing breakdown skills further
change in: Materials-modality Format
Implement
Learning/Teaching Format
Teacher-Student 1:1
Teacher-Small Group
Teacher-Large Group
Teacher-Whole Class
combinations
Tutor, Parent, Aide, Peer
LAPS-Self Management
Boxed Approach
Other

THE CONSULTING TEACHER PROGRAM

Role of The Consulting Teacher

The role of the Consulting Teacher was conceptualized as including the provision of services to teachers, parents and children. Direct services are provided primarily in the regular classroom and directed toward the classroom teacher. Direct services would include observation and measurement of academic and social behavior and meeting with and training the teacher to design and implement procedures to change the students academic and social behavior. Teacher training is one of the major facets of the role of the consulting teacher. This occurred through in-classroom training provided for the teacher, in conjunction with an intervention program, in-service training for building or district personnel and/or formalistic training involving district or university credit. Consultation with parents regarding behavior management procedures, appraisal of intervention procedures, and the designing and implementation of home tutorial programs is also the responsibility of the consulting teacher. Services provided to children would primarily be indirect; however, direct contact with the child may occur in order to collect specific data regarding the students repertoire of skills.

A central feature which is critical to carrying out the role is the acquisition of technical and social skills necessary for gaining access to the school building, approaching teachers, training teachers, working with students and working with and training parents.

The School Principal

The school principal is viewed as one of the people who is an important contact and potential advocate of the consulting teacher program. The principal being the school leader is typically the first person the consulting teacher comes in contact with on entering the building; consequently training is provided to maximize the probability the consulting teacher can make it a positive contact. The consulting teachers are encouraged to meet with each building administrator before the start of the school year. The intent is to become acquainted with the building administrator and his/her philosophy and methods of operating the building. This is also viewed as an opportunity to acquaint him/her with the objectives of the Consulting Teacher program. Feedback is solicited regarding the principal's perception of the program and suggestions are solicited; service delivery and in-service systems are discussed and agreements made regarding the initial phases of the program. The Consulting Teacher's are also instructed to set up weekly or alternate week meetings with the administrator. The purpose of the meetings is to share data with him regarding the efficacy of the intervention program as well as to receive feedback from him/her regarding their thoughts and/or data about the program. In certain cases the administrator can assist in the provision of reinforcers for teachers cooperating with the consulting teacher, or in other cases to provide special recognition for classroom teachers who are paragons of excellence. Methods of utilizing such reinforcement are discussed with our trainees. Some of the reinforcers identified are opportunities to present at building in-service sessions, district meetings, school board meetings, local, state and national conventions and university and/or district credit. These strategies are modelled during the consulting teacher's training program and they then have opportunites to initiate. The consulting teachers are also encouraged to lobby for an assignment to only one school, particularly if the school has more than 300 students. This enables the most efficient provision of service and also maximizes the probability of accomplishing the aims of the program.

The Delivery System

Another of the very important persons critical to the consulting teacher's role, whom the consulting teachers are encouraged to meet and affect a liaison with the other specialists within the school building(s). This is included among the activities engaged in by the consulting teacher coordinating the delivery of service and the sharing of reinforcers as opposed to competition for reinforcers with other specialists. The other specialists might include psychologists, special class or resource teachers, reading teachers, speech therapists, counselors, etc. Methods of communicating encompassed in the consulting teacher's role may include staff meetings, in-service meetings, or staffings. The consulting teachers are trained to acknowledge the other specialists and to use them as resources. The analysis of the position of the other specialist within the school political system is suggested and procedures for evaluating this is disseminated. The emphasis is placed on the coordination of efforts to work effectively together to provide the most effective and efficient services to children.

Classroom teachers are critical to the role of the consulting teacher. The classroom teacher is the person with ultimate responsibility of implementing the procedures which are designed cooperatively with the consulting teacher. In many cases, this seemingly simple operation takes a rather long time to accomplish. Variables found to influence the latency include teacher's training, predisposition toward services, past experience with services, building level support for the program and ultimately the competence of the consulting teacher. The Consulting Teachers spent a great deal of their training program acquiring and demonstrating skills in working with teachers.

One of the initial facets of the training program is to teach the prospective consulting teachers the principles of applied behavior analysis which provides opportunities to apply the procedures for working with students as well as with adults, who in many cases are classroom teachers or colleagues. The second step in the training program is to assist a group of between 5-10 teachers initiate and carry out behavior management studies with children. This activity is geared to train the consulting teacher trainees to work effectively with teachers but also to expand their repertoires of intervention strategies. In this portion as well as other portions of the program the consulting teacher trainees are encouraged to recognize the skills and expertise of one's colleagues.

The collection of this information is accomplished through observation. With the role emphasis on working with teachers, given a request for assistance, the consulting teacher then is provided an opportunity to observe in the classroom.

The collection of data, however, should be preceded by individual and group meetings with teacher(s) to explain the objectives and method of operation for the program. During these meetings the consulting teachers elaborated upon the service delivery model eligibility for services. Portions of the training program were relegated to providing the consulting teacher's trainees with specific models for determining eligibility. One of the primary methods for determining this is to be found in the design of the referral system. The primary model disseminated is one which focuses on referrals initiated primarily by teachers, but with referrals accepted from building administrators and parents. Criteria for eligibility would include students with academic skills deficits or functioning below the minimal expectancy for grade level. Referral forms are designed to be behavioral in nature and help specify what the problem is and what specific information the referring teacher is requesting. The form should also allow the teacher a structured opportunity to communicate the vast information they have regarding the child. The next step involves conferring with the teacher to attempt to further delineate the target behaviors in order to establish data collection systems and to formulate objectives (pre-set goals) for the intervention program; during this session, data collection systems and procedures are typically discussed. The objective is to involve the teacher in the selection of the system, thus enabling them to select a system which they can feasibly manage. This participation should also diminish their sensitivity to the presence of the consulting teacher in the classroom. The importance of the selection of efficient and effective measurement systems is important to the success of the program as well as the provision of immediate feedback to the teacher regarding data and the teachers effectiveness in applying intervention procedures. Measurement systems frequently employed include the collection of permanent product data, which includes the students worksheets, and observational data which includes the percent of attending, frequency of teacher pupil contacts and whether they occur as a result of appropriate or inappropriate behavior, data on teaching approaches employed, assignment procedures, immediacy of feedback and frequency of use of modelling/reinforcement procedures. In addition, some baseline assessment of the students academic behavioral repertoire will be conducted during this time. This usually involves a specific assessment of the behaviors the student is required to emit in the classroom such as identification of vocabulary words from the basal reader, oral reading rate samples from the basal as well as comprehension questions taken from the same materials. Math assessment should include problems which allow specific assessment of skills within the various mathematical operations i.e., addition problems with sums to 5, etc.

Once these data are collected the consulting teacher apprises the teacher of the results and then an intervention program is cooperatively planned. The program includes those procedures which can be feasibly implemented by the classroom teacher. The consulting teacher is charged with the responsibility of observing and aiding in the measurement of the target behavior to determine if the procedure is being implemented correctly and whether it is working in the prescribed manner.

In the event that the teacher is unable to correctly implement the intervention procedure then the consulting teacher is charged with the responsibility of providing the teacher with feedback to enable him/her to implement the program. This might involve the consulting teacher modelling the procedure for the teacher which would involve taking responsibility for managing the class and asking the teacher to observe. Then, after doing this on a couple of ocassions, the teacher takes over and is provided feedback regarding the efficacy with which the procedures are being implemented.

If the intervention program is being implemented correctly, but the measures regarding the effect on academic behavior indicates that the behaviors are not meeting the preset goal levels, then the intervention program will have to be examined. Any modification is studied for feasibility and effectiveness, then it is implemented and the effect is measured.

Once the behavior attains the preset goal level, the consulting teacher switches to a maintenance system which entails intermittent visits for the specific purpose of monitoring the data. Then, ultimately the case is put on "follow-up", where maintenance data is checked periodically.

During the course of the intervention, the consulting teachers are constantly in contact with the childs' parents. Initially, the parents are contacted preferably by the child's teacher at the consulting teacher's request and apprised of the child's difficulties and permission to work with the child is requested.

Once the initial assessment data are collected, the parent is invited in and the data are discussed and an intervention program is developed. In some cases this may entail training the parent to tutor the child. This would include the implementation of tutorial procedures designed by the classroom teacher and/or consulting teacher. Specific procedures taught to parents include modelling, imitation, feedback, prompting, cuing, shaping and reinforcement. In some cases parent support is requested in providing backup reinforcers for points or tokens earned in school.

The Parent Training Component

Another role sometimes assumed by consulting teachers is the designing and implementation of a formal parent training program. This would involve specific instruction in management and tutorial systems for the parents. Part of the requirements for participation in the program would involve the parent carrying out a study in the home demonstrating their competence in implementing the procedures disseminated during the program.

In any case, the consulting teacher has on-going responsibility to apprise the parent of the program including data regarding the efficacy of the program. The consulting teacher would also have responsibility of serving as a liaison between any community programs, the school and parent.

The role of the consulting teacher with children is primarily one of indirect involvement. The contact with children typically involves direct assessment of academic skills; however, this occurs only after the analysis of classroom written and observational data has failed to produce sufficient information to allow the design of an intervention program. In those cases, the consulting teacher works with the student to obtain the additional data necessary to design a program to be used to change the students academic behavior. Procedures employed might include providing the student specific academic tasks and analyzing the response patterns then designing and implementing an academic program in a tutorial situation with students and analyzing the responses. Once an effective academic program is developed, the responsibility is turned over to the classroom teacher. Exceptions to this usually involve students who require tutoring over and beyond the classroom program. Where possible, the student can be referred to another special service staff member to allow them to provide the tutoring necessary to effect significant changes in the students' academic repertoire. In cases where this backup support is unavailable, the consulting teacher retains the responsibility for the provision of this service.

In certain situations, the opportunity to work independently with the consulting teacher may be used as a reinforcer for the child. Thus, if the child attains a certain number, rate or percent of correct responses in the classroom, the child may earn a certain amount of free time and/or favored work time with the consulting teacher.

In most cases, however, the child's teacher is involved in the program and is the primary recipient of the consulting teacher's services. The intent is to train the teacher and further enhance the teachers proficiency with students in general and specifically with mainstreamed handicapped students.

Selection of Trainees

The importance placed on the role of the consulting teachers meant that careful consideration would have to be given to each candidate. The selection process was implemented by a selection committee consisting of all staff members. Areas considered were on-the-job observation of the applicant, a review of recommendations of colleagues and supervisors, a review of transcripts of previous academic work, a personal interview with each applicant, and where applicable, an examination of previously completed Responsive Teaching studies carried out by applicant.

If the candidate looked promising he/she was asked to apply for admission to graduate school. If the candidate was accepted into the graduate school, the acceptance committee re-convened for further deliberation on each candidate. Candidates were notified by letter regarding the disposition of their applicant status.

The appropriate forms used in this selection process can be found in the Appendix.

The Training Program

Description of Skills

The program was designed to provide the participants with the following specific skills:

Level I (Introductory level):

1. Become acquainted with research literature pertaining to behavior modification techniques as they apply to the handicapped learner in the classroom.
2. Learn how to reliably record and measure social and academic behaviors in the classroom.
3. Modify the behavior of one or more handicapped learners in the classroom including a systematic analysis of the procedures used to show causal relationships.
4. Write up the behavior modification study relating it to previous research, describing the characteristics of the handicapped learner, the problem behavior, the procedures used and the results.

Level II. (Further graduate training):

5. Critically review the professional literature pertaining to an area of education of handicapped children.
6. Act as a group leader for teachers taking the introductory course and in so doing supervise three or more teachers in carrying out a behavior modification project for children with handicapping academic and social behaviors.
7. Prepare and conduct in-service workshops for a school staff which will present the procedures and results of behavior modification projects carried out with handicapped learners in that school.
8. Participate in periodic system-wide symposia designed to acquaint teachers in the program, and others who may be interested, with effective behavior modification techniques.

Level III (Master's Degree):

9. Work in a consulting role with classroom teachers, administrators and other district personnel to develop and administer programs for handicapped learners.
10. Participate in a practicum course and act as a consultant in helping parents modify the behavior of their handicapped children.

11. Prepare and evaluate in practice, a programmed curriculum for remediating an academic deficiency of a handicapped learner. Emphasis is to be made on breaking down the learning task into properly sequenced steps leading to a desired terminal performance.

12. Evaluate the progress of handicapped learners and suggest continued programs necessary to help the learner to maintain his progress in either special or regular classrooms.

13. Carry out a thesis project which will include the participant's practicum work and will demonstrate his ability to carry out applied research with handicapped children.

Level IV (Doctoral):

14. Take major responsibility for teaching a section of the introductory course for teachers of children with handicaps including the supervision of group leaders, preparation of exams and evaluation of performance of participants.

15. Take major responsibility in planning and conducting short-term in-service workshops designed to acquaint school personnel and/or parents with applied behavior analysis procedures as they apply to handicapped learners.

16. Participate in an advanced seminar practicum which will be oriented toward investigating specific problem areas of training which have not been thoroughly researched.

17. Prepare and present at a state, regional or national professional meeting original data related to behavior modification procedures which he has carried out in the course of training.

18. Participate actively in an on-going assessment of the training program with the objective of providing input regarding revisions and modifications designed to increase the program's effectiveness.

19. Demonstrate skill in making presentations to PTA groups, school board members, laymen's organizations or other naive audiences who wish to become acquainted with the program.

20. Participate in the preparation of grant applications or proposals for implementing training programs at the local, state or federal level and/or write a critical review of three research articles.

21. Undergo written and oral comprehensive examinations over course work and relevant issues in the field administered after course work has been completed.

22. Prepare and defend a research dissertation related to the education of handicapped learners.

An interrelated program, combining formal coursework in Special Education and Human Development and Family Living (Applied Child Psychology) was designed for each trainee. After the first year, it became apparent that the formal coursework was not providing the trainees with the necessary consulting skills. Thereafter, special practicums were developed, workshops planned, and seminars held, to supplement formal coursework.

The following coursework, practicum, workshop, and seminar content outlines are provided to enable replication of the training sequence.

Formal Coursework

The course sequence and activities designed to implement Levels I, II, III, and IV are listed and described below:

University of Kansas Graduate School Masters of Science in Special Education

The course sequence listed is designed to develop previously listed competencies. All of the courses listed are required, however, if a student can demonstrate competency inherent in the total area sequence, courses related to the development of those competencies are not required. In conference with the major advisor, the student selects work in other areas of special education and the department to elaborate on present competencies or develop additional ones.

Course Sequence:

SPED 777 - Managing Classroom Behavior of Exceptional Children

This course is designed to acquaint regular and special class teachers, principals, school psychologists, counselors, and speech pathologists with the principles and applications of behavior analysis procedures. Students learn measurement recording and visual display techniques. Methods of changing deviant behavior and promoting the acquisition of adaptive behaviors through positive behavior management procedures are presented.

SPED 970 - Education of Exceptional Children

Participants act as group leaders for SPED 777, they lead a discussion group of approximately 10 SPED 777 participants in discussing classroom lectures, correcting quizzes and examinations, reviewing the reading assignments and monitoring responsive teaching projects.

SPED 770 - Characteristics of Exceptional Children

Incidence, classifications, and ideology of exceptionality or intellectual, personal, social and developmental characteristics of exceptional children are taught.

SPED 775 - Practicum with Exceptional Children

The first practicum experience is completed in concert with a regular teacher who has been trained in behavior modification techniques. In this practicum experience the teacher trainee has an opportunity to emit behaviors to demonstrate competency in managing academic and social behaviors.

SPED 779 - Conference with Parents of Exceptional Children

Participants demonstrate competence by supervising and training three to five parents in Responsive Teaching procedures. Training parents involves assisting parents to understand and apply observation and recording procedures, applied behavior analysis, verification techniques, and basic learning theory principles in the management of their children.

HDFL 940 - Experimental Design for Applied Research

This is an advanced course on experimental problems specific to research in academic and social behavior of children, problems of measurement, assessment, change reliability of change, and identification of function variables.

SPED 776 - Analyzing Curriculum Materials and Methods for Exceptional Children

This course gives regular class perspectives to special class teachers of exceptional children and knowledge of curriculum and basic subject areas and methods for analyzing and selecting curriculum media. Students develop skills necessary to program materials into a sequential series of individual instruction. Effectiveness of the student-designed instructional program is measured through the use of audio-visual devices, student instruction interacted sessions, and measures of academic responses emitted by students.

SPED 772 - Formal and Informal Educational Assessment of Exceptional Children

Formal and informal normative and criterion references measures are examined and analyzed. Stress is placed upon diagnostic, formative and summative assessment of pupil learning. Standardization, reliability and validity indices are presented. Formal assessment instruments are constructed for classroom use. Instruction in the interpretation and use of information from consultant resources are provided. Procedures for writing referral reports to consultants is emphasized. The course covers the measurement of intellectual, perceptual motor, academic, social, and emotional behaviors of exceptional children.

SPED 775 - Advanced Practicum

Students were responsible for demonstrating their skills in making a presentation to school or community organizations. In addition, they were responsible for doing consulting work with individual teachers in various programs throughout the three-county area.

SPED 799 - Master's Thesis

This involves carrying out a thesis project which includes the participant's practicum work in which he demonstrates his ability to carry out applied research with handicapped children. An oral defense of same is also required.

The following represents a typical program for a Master's Degree in interrelated area leading to certification in consulting teaching. The second program is a listing of all the courses needed in a comprehensive program leading to a Masters Degree in the Interrelated area as well as permanent certification in the Learning Disabilities Area.

Typical Programs

NAME ______________________

University of Kansas
School of Education
Graduate School
Department of Special Education
Masters of Science in Education
Area of Emphasis - Interrelated

	Courses	Credit Hours
SPED 777	Managing Classroom Behavior of Exceptional Children	3
SPED 970	Education of Exceptional Children (Interrelated)	3
SPED 770	Characteristics of Exceptional Children	3
SPED 775	Practicum with Exceptional Children	3
SPED 776	Instructional Planning for Exceptional Children	3
SPED 779	Conference with Parents of Exceptional Children	2
HDFL 940	Experimental Design for Applied Research	3
SPED 772	Formal and Informal Assessment	2
SPED 775	Advanced Practicum with Exceptional Children (Interrelated)	3
SPED 799	Master's Thesis	6
	Total Credit Hours	31

Student's Signature: ______________________

Committee: ______________________
Chairman

____

____

Doctoral Degrees:

This program was designed to prepare professional personnel for a major in special education and a primary emphasis in educational procedures for the handicapped. Flexibility to pursue individual areas of interest was possible within the framework of basic requirements. For example, both the masters and doctoral level students entered their preparation program with a history of prior professional training and applied experience. If the student had exhibited competency associated with aspects presented by the typical program, repetition of courses was not required. For a student in this category the program of study would involve 62 to 68 credit hours. The program below is meant to provide students or prospective students with a brief summary of terminal competencies that are expected of doctoral level graduates. The outline of courses and expectations which are listed subsequently represent the minimum requirement and experience necessary for granting of the doctoral degree. For a student who does not possess a masters degree in the area of handicapped children, additional course work and practicums were required. (Appendix BV).

Graduate students in other departments including Educational Administration and Human Development and Family Life who elected to take a competency in Special Education enrolled in a training sequence designed to equip them with basic interrelated consulting skills. As a matter of fact, two of the project staff members have demonstrated the feasibility of this by adapting the Ph.D. program offered through the Department of Human Development to gain the competencies outlined in the proposal. Both have their undergraduate degrees in Special Education and both met the certification requirements built into the doctoral program in Special Education. Any student electing a similar program met the same requirements and competencies.

Doctoral Level:

SPED 899--Field Experience

Students were responsible for taking major responsibility in planning and conducting short term in-service workshops designed to acquaint school personnel and/or parents with applied behavior analysis procedures as they apply to handicapped learners. They also prepared and presented at a state, regional, or national professional meeting, original data related to behavior modification procedures carried out in the course of training. Students participated actively in an ongoing assessment of the training program with the objective of providing input regarding revisions and modifications designed to increase the program's effectiveness. Students have responsibility for supervising masters students and the master's student program.

SPED 896--College Teaching

Students were responsible for taking a major responsibility in teaching a section of the introductory course of SPED 777 for teachers of children with interrelated handicaps including the supervision of group leaders, preparation of examinations, and evaluation of participant performance.

SPED 898--Advanced Seminar in Responsive Teaching

Students participated in an advanced seminar practicum oriented toward investigating specific problem areas of training which have not been thoroughly researched.

HDFL 803--Experimental Child Study

This is a graduate level introduction to general problems in research with children. Emphasis is on the logic of experimentation and upon both single subject and group factoral experimental design. Examples of Experimental Child Research from a variety of areas within child study are examined both for design and content purposes.

Education 897--Individual Study

Students were responsible for demonstrating skill in making presentations to PTA groups, school board members, lay organizations, other naive audiences who wish to become acquainted with the program. Students also prepared and presented at a state, regional, or national meeting, original data related to behavior modification procedures which they carried out in the course of their training.

HDFL 813--Developmental Research Pro-Seminar

A proseminar, conducted jointly by the staffs of the Developmental and Child Psychology Ph.D. training program. This course met weekly to hear presentations of research proposals and accomplishments in the area of developmental psychology and special education. Speakers were drawn from the staffs of the two departments, from visiting scientists, and from the graduate students enrolled in the program. The proseminar presented both

HDFL 813--Developmental Research Pro-Seminar cont:

the current research areas of importance in special education and developmental psychology and the students' and staffs' own research as related to such areas.

HDFL833--Directed Readings in Child Development

This course was designed to meet the needs of advanced students by providing an opportunity to review literature related to students' proposed doctoral dissertation.

HDFL 823--Developmental Theory

An intensive study of the traditional and recent developmental theories within an emphasis on the role of hereditary, stimulation, reinforcement, and modification as each affects the course of the development of children.

HDFL 800--Research in Child Development

Original investigations of some unsolved problems in child development.

SPED 899--Specialist or doctoral Thesis

Prepare and Defend the Research Dissertation

This involves a dissertation project in which the student demonstrates his ability to carry out applied research with handicapped children.

Education 874--Research Design and Writing in Special Education

Strategy for conducting applied-research in special education. Particular emphasis is placed upon reporting the results of applied research, instruction and organizing of thesis, technical writing skills and effective communication through writing.

HDFL 830--Grant Writing Course

The student prepares a research grant on a topic suitable for submission to a grant funding agency.

In the special education sequence, the student chose two or three competency areas for the Doctor of Education Degree. The choices included a review of literature, 12 hours of course work in Human Development (or 12 hours of statistics,) or a course competency in administration. The doctoral candidate was required to demonstrate competency in two of these areas.

For the Ph.D. degree in Special Education, the participant pursued study in a minor area which must be in a related non-education area. In addition to this requirement, competency in computer programming and/or foreign languages was required.

The Statistics courses suggested were:

Education 781--Statistical Methods I

An introduction to descriptive and inferential statistics. Content includes appropriate descriptive indices of educational data, sampling distributions, probability, problems of estimation, tests of significance and procedures in testing statistical hypothesis for one and two-sample designs.

Education 882--Statistical Methods II

The theory and application of statistical techniques in multi-sample research designs. Content emphasizes analysis of variance and covariance designs.

Education 884--Statistical Methods III

The use and interpretation of multi-sample inferential statistics. Content includes analysis of variance, covariance and factorial designs.

Education 886--Multivariate Statistical Methods I

An introduction to the mathematical principles and basic topics in multivariate analysis. Included were the fundamentals of matrix algebra, the multivariate normal distribution, multiple regression techniques, and discriminate analysis.

Education 786--Distribution Free Statistical Analysis

Seminar Non-Parametric Statistics

For students who wish to select Educational Administration for a competency area twelve hours from among the following courses were suggested:

Education 700--Elementary School Administration

Organizational pattern of elementary schools on county and district levels.

Education 701--Secondary School Administration

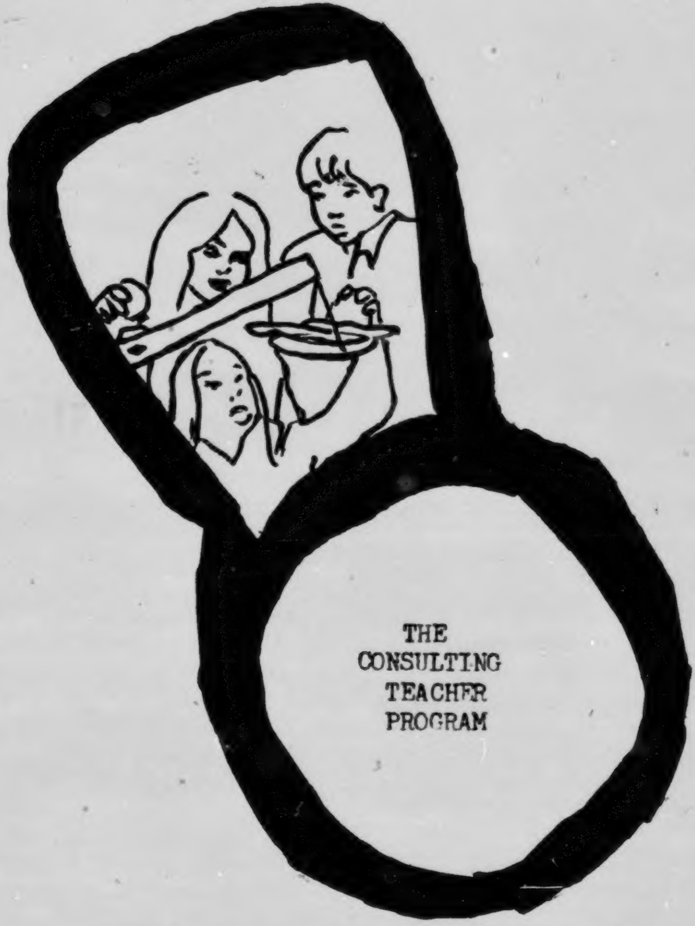
Organizational patterns and practices of secondary schools on county and district levels.

Education 702--School Administration--State and National Levels

Development of state and national administrative agencies and the functions of each in relation to local support and control of education.

Education 703--Supervision of Instruction

Principles of supervision common to both elementary and secondary levels. Organizational and administrative patterns for carrying out an effective program of instructional improvement in a local school system. For administrators, supervisors and teachers.


THE
CONSULTING
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PROGRAM

Education 704--School Finance

National, state, and local plans for school support.

Education 800--Theory and Principles of Educational Administration

A study of current theories and principles of educational administration. These were studies in terms of their evolutionary development, their relevance to the administration of formal organizations in general, and their special relevance to the administration of public schools.

Education 806--School Plant Development

A study of the principles and processes of developing educational facilities. Special emphasis was placed on the educational planning which precedes and provides the basis for architectural planning. Following are some illustrative topics: Plant utilization analysis, long-range plant planning, and the development of educational specifications.

Education 811--School Personnel Administration

A study of administrative policies, practices, and issues relating to recruitment, selection, placement, promotion, transfer, evaluation, renumeration, retirement, professional ethics, and morale of teaching and non-teaching school personnel.

Education 816--School System Administration

A comprehensive consideration of the problems and tasks of school system administration centered on the responsibilities of the superintendent of schools. Topics of study include: Personnel administration, building planning, school business administration, school board leadership and school-community relations.

Education 890--The Community (Junior) College

An introduction to the community (junior) college. Particular attention was given to: (1) The purposes and functions, and (2) the relationship of the community college to other units of the educational system. Topics pertaining to history and development, administration, curricula, instruction and student personnel are introduced.

Education 891--Higher Education in the United States

An overview of the history, philosophies, curricula, organization, and administration of American Colleges and Universities with an emphasis on their present status and problems.

All these courses in Administration were not necessary for a competency in this area. Twelve hours within the realm of the Administrative competency could be selected from the courses listed.

PRACTICUM

Practicum Content

The practicums for the consultant-trainee were designed via a "shaping" paradigm; i.e., the trainee is first exposed to handicapped students in a self-contained classroom on a 1:1 instructional basis, then on a small group basis to mainstreamed students in several classrooms, then on an itinerant consulting basis to mainstreamed handicapped children in many classrooms, in several schools. With this "shaping" paradigm in mind, two semester practicum experiences were planned. Both semesters emphasized the procedural processes outlined in Prescriptive Process in Individualizing Programming For Self-Management (Fig. 2, p. 42)

First Semester Practicum: The emphasis during the first half of the first semester was on working with an assigned special education classroom (for learning disabled, emotionally disturbed, mentally retarded, socially maladjusted students). Using the prescriptive process flowchart, the trainee tested and tutored handicapped children on a 1:1 basis. Emphasis was placed on diagnosing, prescribing, implementing, evaluating, modifying and providing feedback to student, teacher, and parent.

During the second half of the first semester practicum, emphasis was placed on working with teachers within the building who have had handicapped students mainstreamed into their classes. Trainees, once again using the prescriptive flowchart, worked through and with the teacher to provide services to the handicapped students. Work on grouping, individualization and classroom and materials management was emphasized, as the trainee trained the teachers to better serve the needs of their handicapped students.

As a part of the first semester practicum, trainees provide in-service workshops to interested teachers of handicapped students. The in-service areas were as follows:

1. Classroom management
    a. basic principles
    b. contingency contracting
    c. token economy
2. Materials management
    a. teacher-made materials
    b. dovetailing teacher made, published materials
3. Learning Activity Packages (LAPS)
4. Materials Demonstrations, evaluations
5. Tutor Training Procedures
6. Parent-Student Feedback Systems

The first semester practicum for full-time trainees consisted of a four-day a week, four hours a day program. Students listed as "part-time", and who were teaching full-time received practicum feedback on their regular teaching assignment; they were supervised just as the full-time students were (see practicum evaluation below).

Second Semester Practicum: the emphasis during the second semester was on working directly through the regular or special classroom teacher to provide services necessary to meet the academic and social needs of the handicapped student. The trainee worked with an assigned DART (Diagnostic and Resource Teacher) and was responsible for at least one elementary school, and several classrooms within that school.

The trainee worked as a team member with all auxiliary personnel (principal, counselor, specialists, parents, teachers) of the handicapped student. As in the first semester practicum, prescriptive flowchart procedures were adhered to.

In-service workshops were, once again, planned in the areas listed under the first semester.

Practicum Evaluation Via a Competency-Based Supervision

A two-part, two-semester practicum culminated a major portion of the training program for the special education consultant trainees. The value and subsequent success of the practicums was due to not only the content, but also to the procedures delineating supervision and practicum accountability via a competency-based evaluation form.

This Practicum Evaluation Form (see Appendix AII) was used during both semester practicums, by all practicum supervisors. It was used during each practicum visitation (at least once a week, for a duration of one hour, minimum) by the supervising practicum staff. It was filled out while the practicum supervisor observed the trainee in the practicum setting. After the observation (minimum duration, one hour) --which occurred during a pre-arranged time--the supervisor and trainee met to discuss the observational data on the evaluation form. Evaluation items which were not immediately apparent or not applicable to the practicum setting were discussed. Appropriateness of all evaluation items were discussed thus providing an on-going feedback system to the trainee. A copy of the evaluation was kept by the trainee, with strengths and deficits noted. While initially trainees may have several deficits listed in several teaching categories, these deficits, with feedback provided by the evaluation form and with assistance from the supervisor, were expected to be ameliorated during the course of the semester.

Thus, the practicum evaluation form served as a diagnostic tool for the supervisor, whereby deficits on the part of the trainee can be pinpointed, and remediation via feedback, instruction, or modeling. Trainee progress can be evaluated and practicum grades can be justified on the basis of the competency-based evaluation form; recommendations can be made following information gained via the evaluation data.

In addition to evaluating the trainees via the practicum evaluation form the practicum supervisors also assisted trainees in their research and thesis topics. Since all of the consulting trainees were required to validate teaching procedures or techniques in their applied setting (the practicum sites) via an applied research design (multiple-baseline, reversal, changing criterion), the practicum supervisor offered assistance in many areas pertaining to this research. the applied research conducted by the trainees during their practicums usually evolved into their final master's thesis.

Staff

Two full-time staff members (Sally Lorenz and Jasper Harris) supervised both full-time and part-time trainees in a practicum setting and provided research and thesis topic feedback; in addition, they were also responsible for all seminar meetings, arranging pre-selected topics, guest speakers and field visits.

Broad areas to be covered in the practicum evaluation form* were:

A. Personal Relations with School Staff

B. Referral follow-up

C. Assessment of child with 1) classroom observation 2) criterion-based test 3) standardized test interpretations

D. Specification of learning objectives

E. Development of learning prescription and performance criteria

F. Utilization of programmed methods and materials

G. Manipulation of antecedent and consequence events.

H. Implementation of prescription program.

I. Training teachers in all or some of the above

J. Training tutors, aids, in all or some of the above

K. Maintenance of the exceptional child, and the teacher

L. Providing feedback

* See evaluation form (Appendix)

THE CONSULTING TEACHER PROGRAM

Workshops

Workshops were held either during the summer months, as day-long sessions, or during planned seminar periods, for periods of two to three hours. The workshops provided a format for the necessary training modules that were found lacking during year 01.

While observing the trainees as they taught during the second year of training, either in a self-contained classroom or as an itinerant teacher, several deficit teaching skills were observed. Those deficits were found to be in the area of curriculum and material programming. The deficit skills were in the areas that the assigned coursework did not cover adequately. Supplemental instruction was initiated by our staff members in these areas. Progress was made, but the deficits were not completely ameliorated. After having diagnosed the deficit skill area, a prescription in the form of workshops was set up to remediate the deficit. Instructional objectives were developed and grouped into three specific workshop areas: 1) manipulation of antecedent events for stimulus control of instruction, developing and sequencing academic concepts and tasks, 2) evaluating instructional materials, coordinating different instructional materials, placement in instructional materials 3) use of minimum objectives in teacher accountability and in evaluating and predicting the academic progress of children toward instructional goals.

Summer Workshops

The first workshop was held during the Summer of 1974 with Dr. Hyrum Henderson of Utah State University presenting an all day Saturday session on manipulation of antecedent events for stimulus control of instruction, and developing and sequencing academic concepts and tasks. The workshop was well attended; invitations were sent to both the first group of trainees, and to the second (current) group as well as interested learning specialists in the Kansas City School District and Shawnee Mission School District.

The second workshop was held three weeks later, also as an all day Saturday session. Tina Rosen, from Utah State University presented a highly functional workshop on evaluation of instructional materials, coordinating different instructional materials, and placement of students in instructional materials. This second workshop was highly correlated to the first: references to the concepts presented in the first workshop were numerous. Once again invitations had been sent to both groups of trainees and school personnel, and attendance was high.

The third workshop was held, once again on a Saturday, by Margritte Graves of the University of Vermont. Her presentation of Minimum Objectives as a means of teacher accountability and predictor of student academic progress was well received and attended.

Trainees attending the workshop provided staff members feedback indicating that the workshops were successful. It is difficult to evaluate the effectiveness of the workshops; however, as the first group of trainees were observed, notice was taken; deficits that were found in the first year's trainees were absent in subsequent groups, in the workshop skill areas. The current trainees will be evaluated in this area also, and it is hoped deficits, where they are found, can be more easily remediated via on-going workshops.

Other Workshops

Other workshops were held during the school year, and were blocked into the weekly seminar time periods on ocassion. These workshops developed into training modules that were later used by the consulting trainees as in-service formats for the teachers that they worked with. Each trainee was provided with specific module materials, so that she could reproduce some or all aspects of the module, for in-service use at a later date.

As part of the practicum experience, trainees were responsible for conducting in-service workshops for the teachers for whom they were consultants. The in-service workshops were of short duration (maximum time 90 minutes) and were kept "basic".

During the course of training, these basic topics were first presented by the training staff to the trainees in an informal workshop setting. Handouts outlining basic concepts or procedures were given trainees during the workshop; questions and answer periods follow each workshop presentation by the training staff. In this way, a "model" was presented to the trainees with basic concepts and procedures delineated via handouts. The trainee then was encouraged to ask questions or comment about the staff presentation.

Once the workshop "model" was presented to the trainee, she could present it, on a "needs" basis to the teachers and staff of the building(s) in which she was consulting. The trainee could call upon staff members to assist her if she felt assistance was needed. In-service workshops were evaluated periodically for content by staff members of the training program.

In-service topic module workshops were as follows:

1. Classroom Management
    a. basic principles
    b. contingency contracting
    c. token economy
2. Materials Management
    a. teacher-made materials (L.A.P.s)
    b. coordination of teacher-made, published materials in a "Boxed Approach"

3. Learning Activity Packages (LAPS)
4. Materials demonstrations, evaluation
5. Tutor Training Procedures
6. Parent-Student Feedback Systems

All in-service workshops, presented by the staff to the trainees, and then presented by the trainees to the teachers, were evaluated via a "participant satisfaction" measure (see Appendix AV).

Two of these basic modules in materials management have been provided, as they were presented to the consulting trainees, and as they were later presented at in-service workshops.

Materials Management Module Workshops

While University course work and the Responsive Teaching course with subsequent group leading activities did much to prepare the trainees for the role of consultant, two important training modules were added. This came about as a result of the evaluation of the first two years trainee's deficits. With implementation of the two training modules, the identified skills required for teacher consultants were complete (see flow chart of Consultant Teacher Training Procedures, Appendix D).

The first training module is that of programming curriculum and material into a teacher (or student) self-management system. The self-management aspect is emphasized because of the very nature of the consultant teacher--fairly long periods between teacher and consultant contacts--and because the goal of the consultant is to train the classroom teacher of the mainstreamed exceptional child, to the point of self-sufficiency.

Module I (LAPS)

One module, referred to as the L.A.P. (Learning Activity Package) enables the consulting consultant to either develop and use L.A.P. on a referred student, or to train a teacher in implementing an individualized instructional program utilizing the L.A.P. approach. The module trains teachers in developing a L.A.P. for one child, for a homogeneous group of children, or for a whole class. It is an ideal method for dealing with a heterogeneous group as well. The prescriptive process involved in individualizing via the L.A.P. or self-management approach can be seen as involving a hierarchy of specific skills.

Prescriptive Process in Individualizing for Self-Management

The basic procedures as outlined in the flowchart on the Prescriptive Process are as follows:

First, the consulting teacher makes an assessment of the student's academic functioning using standardized and criterion-based tests, and information based on both her classroom observations, as well as parent and teacher observations. The consultant then, working with the school psychologist and learning specialists, evaluates the assessment. Deficit skill areas are listed and concepts under each deficit are listed and sequenced in the order to be taught, as per the format provided below:

A. Sequencing Concepts from Assessed Deficits

Subject Area: ______________________ Date: ____________________

Assessment Instrument(s): ____________________________________

____

Assessor(s): ____

Deficit Areas (specify as per test): ____________________________

____

____

____

____

Sequencing Deficit areas for Remediation (list in sequence to be taught):

Deficit Area	Concept(s) (list in sequence & number)	to be taught along with concept

Next, learning or skill objectives are sequenced under each concept, once again in the order to be taught. At this time, criteria is set for acceptable performance (the amount, accuracy, and time) for the learning objectives. Using the skills gained in materials evaluation, the consultant then selects appropriate material to teach the objective. If no materials are available, then teacher-made materials can be designed at this time. Error correction procedures, if not provided for in the selected materials are built in, taking criteria into consideration, as well as the learning modalities of the child. (See format, below:)

B. Prescribing Learning Tasks

Subject Area: ______________________________

Deficit Concepts (in sequence to be taught:# ____________________

____

____

____

Prescription (in sequence to be taught):

Concept #	Learning or Skill Objective	Criteria	Task	Material	Evaluation	Error Correction Procedure

Next, the trial prescription, including deficit area, concept and skill objective, task activities, error correction procedures, and materials are put into a format appropriate for both student and teacher needs. This format may be a learning activity package (LAP), or it may take the form of a "boxed" approach.

After the child has used the prescription, evaluation is made as to appropriateness; if the data indicate the child is not progressing satisfactorily, then modification is made. Modification can be made in the area of criteria, sequencing, pacing, breaking down skills further, and materials. After the modification, once again the child uses the prescription, and another evaluation is made, based on the data. (See response data sheet, p. 81).

Basic procedural "steps" have been delineated for classroom-curriculum management, for the Learning Activity Packages (L.A.P.S.) approach, and for the "Boxed" approach to managing curricular skills. The following procedures have been listed and used as in-service "handouts" to both trainees and teachers. When followed, the procedures provide the consultant with an approach to delivering services via the classroom teacher, to the handicapped student. In this way, the classroom teacher is better able to individualize, to meet the needs of all students in her room. And too, a built-in on-going data retrieval system provides for continuous assessment of the handicapped learner--for the learner, his teacher, his parents, and interested personnel.

Procedureal Steps in Classroom Management (For LAPS or Boxed Approach)

1. Choose one subject area at a time to "set up"

2. Sequence, in order, all concepts involved in that subject. Delete all "readiness" concepts unless you are reasonably certain that they are relevant (i.e., are pre-requisite to later necessary concepts)-

   For the "Regular" Self-Contained Classroom teacher:

   a. Start with the concepts at the "grade level" in your classroom
   b. Next, sequence concepts one grade level "below"
   c. Next, sequence concepts one grade level "above"
   d. Sequence "up" and "down" until all your student's ability range is covered (pre-test data)

   For Itinerant or Consulting Specialists, or Sp. Ed:

   a. Start sequencing concepts at Kindergarten level,, work up through one grade level above children's ability that you're working with.

3. Sequence, in order, under each concept, those skill (or performance) objectives that the student needs to exhibit to demonstrate mastery of each concept. Each concept should have many "S.O."'s. Include the response conditions (all relevant modalities) and the criteria (time, accuracy, number, latency, rate, etc.)

4. Sequence, in order under each S.O., the TASK or Activity that the student does to demonstrate mastery of S.O.--include criteria. Keep in mind V.A.K.T.... and the physical layout of your room, and materials on hand.

5. Concurrent with #4, coordinate all existing materials you have access to. Do not use a material just because its "there". It must be relevant, and not just a "babysitter" (if a child does not have to respond to a material in a manner appropriate to the S.O., then it is a "babysitter", and an example is the misuse of cassette audio tapes).

6. Develop, from #4-#5, task cards, with Subject, Concept, S.O., Task and Material, Criteria, and "Checkpoints" listed. Keep in mind your room layout, noise level, # of children on the same task, etc.

7. Design relevant "teacher made" materials to meet task card requirements. The old tried-and-true stimulus card in both reading and math serves a multitude of purposes. Hand-made or salvaged task sheets covered with contact paper can be used over and over again, with the use of felt-tip pen and cloth eraser.

8. Put #1-7 in order. If you go the "Boxed" approach or "Task Card" approach, the system must definately be color or object coded so the students can progress at their own rate. If you go the "Laps" approach, then it still must be filed so that you can make "laps" for all students at the end of the day-within a ½ hr - 1 hr period of time.

9. Set up "Learning Centers" in the room. Use of R.P.B.'s (refrigerator packing boxes) can "create" centers and R.E. (reinforcement) areas. Generally, a learning center should be predesigned as to subject or as to student(s) using it. It is not a good idea to mix "work" and "r.e." areas.

10. Within each Learning Center or work area, provide a means whereby each student can receive feedback on completed work, gain help from teacher, aide, or peer, and receive additional work in the same area for (a) error correction feedback loops, (b) concept reinforcement, (c) enrichment.

11. Set up data recording system - who, what, when, where..... graph data that lends itself. Charts for individuals, groups, class.

12. Set up Reinforcement system, R.E. areas.

13. Set up Contingency Points (or grades) system

14. Set up Contingency Contract Systems

15. Set up Classroom-Flow Procedures; rules of class, time or work schedules: "do it" signals-S^D's and S^Δ's.

16. Set up Systems of Communication: student, parent, other concerned personnel (principal, psychologist, counselor, reading specialist, etc.).

Basic Procedural Approach to Individualized Programming

The following steps are suggested to implement the "L.A.P." or "boxed" approach to individualized programming.

Procedures

1. The students will, generally, receive daily lessons in the regular manner: some in large groups, some in small groups, and some 1:1. Never introduce a new concept via a lap or an activity sheet (boxed) unless you are certain the student is capable of handling it by himself (self-instruction).

2. The teacher (or aide) instructs, initially, the students on the use of the system of individualized programming (LAP or BOXED):

   A. where each student will find his own folder (location in room).
   B. where each student is to return his folder (location in room).
   C. the manner in which he will retrieve it (one table or row will stand up at a time, or each student will pick it up as he enters room or as the bell rings or hour begins--its up to you, the teacher: what is easiest for you)
   D. what the folder will contain (data sheet, graph, activity sheet or L.A.P.: number of pages, kind of pages depend on the subject, concept and child-explain reasons for individual differences between amount and kind of work.)
   E. the manner in which they are to work (in silence, individually, or in small groups, whispering)
   F. what to do if a problem is encountered (e.g., raise tent made of cardboard (located in folder), raise hand for teacher, ask pre-designated peer, etc.) also what to do 'til help arrives (work on next task, read a book, etc.).
   G. what to do when finished (seldom will all students finish at once, because of levels of difficulty, # of tasks, ability, etc.) (this allows teacher time to correct, record, provide feedback, provide help to individual students).
   H. explain criteria, generally and specifically.
   I. explain relationship between criteria and consequence (grade and/or points for reinforcement)
   J. explain reinforcement system, if used, and state all rules governing system.

Recording Daily Performance (Response Data Sheet)

1. Record students progress daily, according to criteria (% correct, # correct, # error, rate, # complete, % complete, etc.)

2. Record in your grade book or data book, as well as student's folder--it is important that he know how well he is doing.

3. If data lends itself, graph it! This is a most motivating devise for students, especially if they can graph it themselves. Often, no other reinforcer (extrinsic) is needed.

4. Students can be trained to correct their own or peer work; teacher must check randomly for accuracy.

5. Each student competes only with himself. With so many ability levels, it is not fair to compare one student with another. However, a large class graph or chart can be made and posted in a convenient spot, with just basic information such as % correct or total correct listed. No one need know how difficult or at what level the material is.

response data sheet for prescription

School: ________________________

Consultant: ________________________

tudent: ________________________

Subject: ________________________

eacher: ________________________

Level of Difficulty: ________________________

	Date	Concept & skill Obj. #	Number of Tasks Presented	Number Completed	Total Time	Total # % or % Correct	Total # or % Error	Total Points Earned	Acceptable not Acceptable Yes No
M									
T									
W									
T									
F									
Totals:									
M									
T									
W									
T									
F									
Totals:									
M									
T									
W									
T									
F									
Totals:									
M									
T									
W									
T									
F									
Totals:									

Contingency Points Earned for Reinforcement

	date	points	total/used	date	points	total/used	date	points	total/used	date	points	total/used
M												
T												
W												
T												
F												

L.A.P. FORMAT #1 COMPLETE ☐ INCOMPLETE ☐ 8

Name

Subject ____________________ Date ____________________

Concept ____________________ Skill ____________________

Time :

1.

*

2.

*

*

3.

*

*

*

4.

*

*

*

*

5.

*

*

*

*

*

6.

*

*

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*

*

*

LAP FORMAT #2

Name: ____________________ Date(s): ____________________

Subject: ____________________

Concept(s): ____________________

Objective(s): ____________________

Mon.	Tues.	Wed.	Thurs.	Fri.
1	2	3	4	5

Task #		Total complete	OK?	Re-route #
		% or # correct	% or # error	time

Criteria:

Task #		Total complete	OK?	Re-route #
		% or # correct	% or # error	time

Criteria:

Task #		Total complete	OK?	Re-route #
		% or # correct	% or # error	time

Criteria:

ask #		Total complete	OK?	Re-route #
		% or # correct	% or # error	time

Criteria:

ask #		Total complete	OK?	Re-route #
		% or # correct	% or # error	time

Criteria:

Task #		Total complete	OK?	Re-route #
		% or # correct	% or # error	time

Criteria:

Task #		Total complete	OK?	Re-route #
		% or # correct	% or # error	time

Criteria:

Task #		Total complete	OK?	Re-route #
		% or # correct	% or # error	time

Criteria:

Task #		Total complete	OK?	Re-route #
		% or # correct	% or # error	time

Criteria:

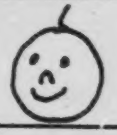
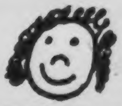
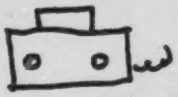
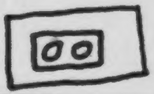
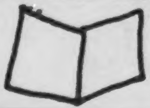
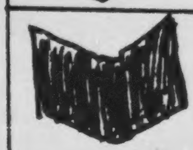
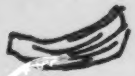
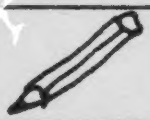
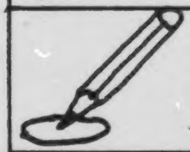
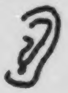
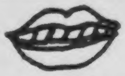
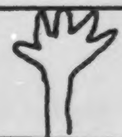
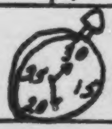
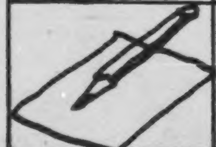
Task		Total complete	OK?	Re-route #
		% or # correct	% or # error	time

Criteria:

Task		Total complete	OK?	Re-route #
		% or # correct	% or # error	time

Criteria:

Example of a "Code" for Non-Readers

	Student
	Teacher
	Language Master
	Cassette
	Test #(name)
	Text #2 (name)
	Worksheet
	Write Answers
	Circle Answers
	Listen
	Say
	Raise hand
	Timed test
	Written test

Module II (Boxed Approach)

The "Boxed" Approach to Individualized Instruction Via Self-Management

This approach does not relieve you of "teaching", nor does it relieve you of "work". It does enable you to more adequately individualize your room, by: 1) modifying or dovetailing materials in your building, 2) making better use of existing A.V. equipment, 3) allowing students to go at their own pace, 4) providing immediate feedback to students, 5) building in error correction procedures, 6) allowing you to give more 1:1 attention (while others work quietly on their own), 7) allowing the child to become his own manager, and you, his teacher (rather than proctor or babysitter).

After all of these enticing promises, lets begin to set up our "Boxed" curriculum:

1. Start with one subject area at a time (initially, setting up a program is time consuming, and you shouldn't punish yourself by being too ambitious).

2. Assess your students in that subject area, preferably with a criterion-based test; look at the range of abilities!!!

3. Start with the lowest (grade level) ability, and:

   a) list, in sequence, all concepts in that subject, in that grade level.
   b) list, in sequence, all skill objectives, under each concept, in that subject, in that grade level.

4. Work your way up, grade level by grade level, until you are one grade level above your highest achieving student, (using step 3 outline).

5. Using Manila Folders or card-board dividers, label each one (and arrange in sequence) with the concept and skill objective.

6. Place folders or dividers in a box or file cabinet-in sequence. You may wish to cover the box with bright contact paper. Label the front of the box with Subject______ Level______(may be coded).

   Concept__________to_______

7. Now, the digging begins:

   a) locate any discarded texts or student workbooks that might contain material for any of your listed concepts and objectives.
   b) gather your currently used texts and workbooks.
   c) gather other teachers currently used texts and workbooks in the students various grade levels.
   d) peruse carefully all of above (a-c) and label all activities (that you can use) with the appropriate concept and skill. You will want to have several activities for each skill and several different modality approaches to each skill.

   e) start tearing out (discarded texts/workbooks) and marking sections (current texts) to be mimeographed or copied-cut and paste, in some sections.
   f) Mimeo or copy many copies of each activity--you be the judge of how many students are at each level; allow twice that many copies
   g) file activities in appropriate manila folders; file "originals" in your own file cabinet, in sequence (yes, you can use them again, and again!)

8. Peruse the Teacher's Manual for additional ideas: activities, use of A.V. equipment, etc.

9. Make up your own activity sheets from manuals, from your own creative ideas, and others. Approach this from the idea that some concept areas may be "thin" in activities--what might supplement them? Also, on particularly difficult concepts, provide many additional activities. (Tie in your A.V. Equip, at this point, directing students to do an activity (describe) using the DML Tapes, or Language Master).

10. Sequence your activity sheets in with the others

11. Set up criteria--label on each activity sheet

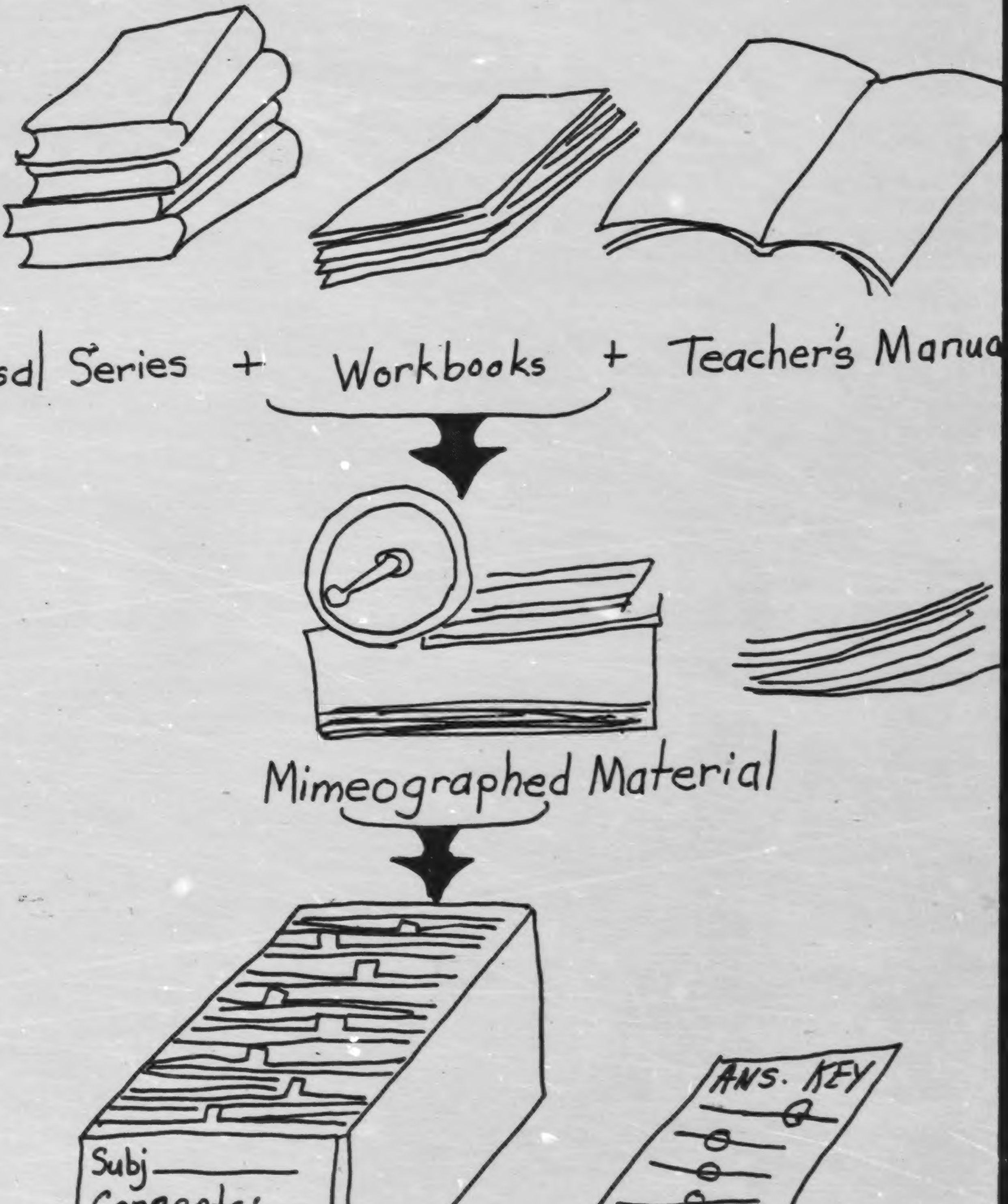
12. Set up error correction procedures (what is a student to do if he doesn't reach your criteria?)

13. Set up Feedback Stations or Procedures (immediate feedback is important: you decide whether you want to correct, or have a peer or the student himself correct his completed work.

14. Set up Data Keeping System--this may simply be your grade book, or a folder/data system, or a graph, or all, combined.

15. Lastly!--Train students on use of Boxed Approach--and Monitor carefully!! Make all changes in your "Boxes" based on data and student feedback. With slight modification, the contents of the BOXES can be used year after year.

"Boxed" Individually Paced Tasks/Activi


Basal Series
+
Workbooks
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Concepts:
to
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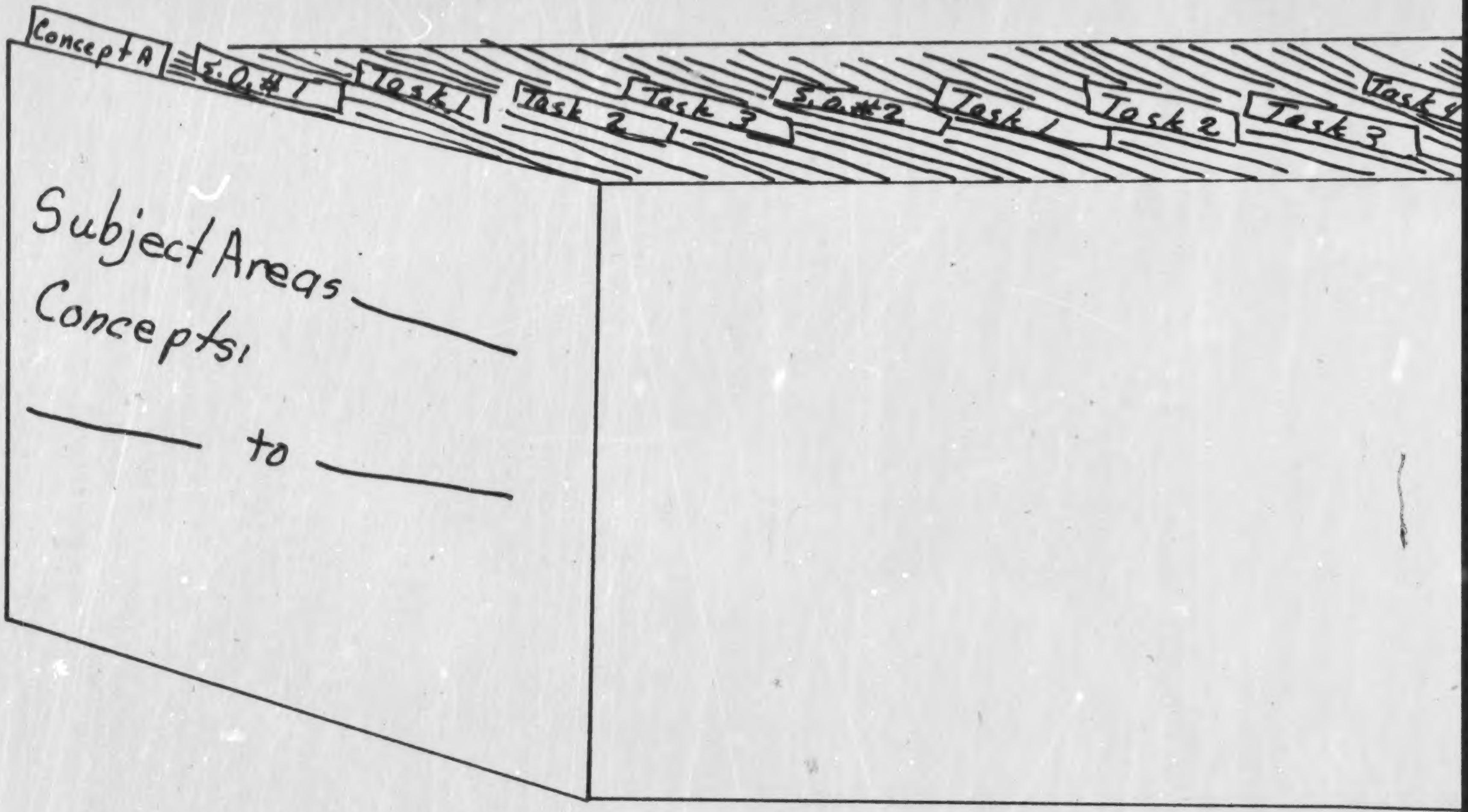
Concept A
S.O.#1
Task 1
Task 2
Task 3
S.O.#2
Task 1
Task 2
Task 3
Task 4
Subject Areas ____
Concepts:
____ to ____

File Cabinet — or "Boxed" Approach to Classroom Management

Seminars (During year 02 and 03)

We have maintained our weekly seminar which was held each Friday morning. This largely unstructured session provided an opportunity for the full-time and some part-time masters trainees, doctoral students and staff to become acquainted with what other persons both within and outside the program were doing. The sessions were open to anyone who wished to come and provide a forum for persons presenting research proposals or for visitors to describe research or training programs of interest to the group. An atmosphere of open and constructive suggestions and comment proved functional in answering questions and in helping to shape proposed thesis research programs. Most of the masters trainee's and doctoral students' theses proposals were initiated or refined during these sessions.

One of the most strategic moves that was continued by the project staff was its liaison activities with members of the administrative staffs of the cooperating public schools and the State Department of Special Education. Several members from these staffs have come to visit the various components of our training program. Dr. Hugh McKenzie of the University of Vermont and Dr. Richard Fox of the University of Wisconsin Milwaukee were also here evaluating our program, offering suggestions for program improvement as well as assisting us in acquiring University support through timely audiences with key University personnel. A number of consultants were brought in during the Summer who offered very timely and important program evaluation components. These activities coupled with the frequent audiences with Donald Lamb, Director of Special Education of the Kansas City, Kansas Public Schools and Dr. Bertram Caruthers, liaison between the Kansas City, Kansas School District and our project, Jerry Wyckoff of the Shawnee Mission School District, and Ferman Marsh, Superintendent of the Shawnee Heights Unified School District have continued to solidify our involvement and committment to train teachers to assess, and remediate social and academic deficits in handicapped students.

In addition to the project informal seminar held on Friday mornings, we held a Thursday evening seminar just for full time and part time masters trainees. During these weekly seminars semester schedules were discussed as well as masters research curricula and thesis projects. Consultants, too, were brought in such as Don Lamb, Director of Special Education for the Kansas City, Kansas School District, who discussed the skills needed to be a DART (consulting Teacher) in his district; Cynthia Montgomery, a DART, who discussed the course work involved, references and library skills needed for various courses listed in the masters programs; an E.D. Teacher, E.M.R. Teacher and a T.M.R. Teacher, who discussed the various strategies needed to work successfully with students on these various levels; Ron Brown, principal of Bryant Elementary School, which was one of our project research sites and another principal, who discussed the role of the DART as seen by the building administrator; and finally, project staff, who discussed how to approach principals and gain access to school buildings, time-line for graduation and individualizing instructions for the handicapped learner.

THE CONSULTING TEACHER PROGRAM

Other Activities

In addition to the specified formal training, informal or peripheral activities were held which contributed to the success of the project.

Personal Relations

Another important activity of the project staff was the continuing liaison with members of the administrative staffs of the cooperating public schools and the State Department of Special Education. Frequent contacts with Donald Lamb, Director of Special Education and Dr. Bertrum Caruthers the Kansas City Public Schools, Jerry Wyckoff of the Shawnee Mission School District, Ferman Marsh, Superintendent of the Shawnee Heights Unified District continue as do those with the various building princpals where Responsive Teaching procedures were being carried out.

James Marshall, State Director of Special Education, met with the Project Coordinator and Evaluation Coordinator in January to discuss the progress of the project program.

Data Collection of year 01

The primary data generated by the project were those which demonstrated changes in the behaviors of handicapped learners in the classrooms and homes served by the program.

As described in the Prototype Proposal, each person enrolled in SPED 777 completed a study to improve the social and/or academic behavior of one or more learners. The program trainees enrolled in SPED 970 were responsible for helping supervise and monitor these studies as well as to carry out studies with handicapped learners in their own classroom or practicum situations. Approximately 88 studies were carried out by SPED 777 class members.

Under the direction of Practicum Coordinator, Richard Fox, a computer program was devised which allowed these data to be retrieved and analyzed. The trainees acting as group leaders were made responsible for filling out a computer data sheet for each study carried out under their supervision. These data sheets provided information regarding the type of subject, the procedures used, the results of the procedures, etc. These data were then stored on punched cards which expedited analysis and reporting. Further development of this program was an important activity during the remainder of the project year.

Data Collection of years 02 and 03

Again as last Summer our summer practicum was held. During this practicum each Masters trainee was responsible for collecting data regarding each academic response emitted by the participating pupils. This data was quite useful in that it served not only as an assessment tool but it also served as a means of evaluating the overall effect of the program prescribed by the masters trainees. In addition, the data were helpful to the practicum professor in that they provided inferential information regarding instructional presentations.

As has been true in previous years, over 500 graduate students, teachers, counselors and administrators have enrolled in SPED 777, A Special Course in the Management of Classroom Behavior for Exceptional Children. The course, generic to all areas in the Special Education Department at the University, has produced 700 studies in the past two years dealing with the academic or social behaviors of a population ranging from the severly handicapped to the gifted and from pre-schoolers to adults.

With the backlog of studies that have been generated by SPED 777 and those carried out by the masters trainees approaching 2,000 in number during the past ten years, the computer program described in the first progress report has been refined and updated for trainee and staff use. The computer program catalogues the studies into categories and provides a retrieval system for trainee and staff references and study replications. A consultant, Joseph Grinstead, has completed the programming for the computer and assists the staff in abstracting and entering the studies on the computer.

Additional data have been generated by our twelve "DART's" (Diagnostic and Resource Teachers Masters Graduates) while they were functioning as Consulting Teachers. The Darts are responsible for assessing deficits and remediating same for any students referred from some 100 schools in the Kansas City, Kansas and Shawnee Mission School District. The Darts have generated data based on tutorial programs as well as data generated by them but facilitated through the efforts of the teachers and students trained by the Darts through in-service programs or one-to-one conferences. Through this successful process, the Darts have been able to help train many teachers and remediate many inappropriate behaviors.

Publications

During the past three and one half years, we have been very active in publishing this researched data we have gathered while implementing the program. In addition to these publications, eleven theses and four dissertations have been written and are in the process of being submitted for publication.

Our publications during this project period are as follows:

Publications:

Axelrod, S., Hall, R.V., and Maxwell, A. Use of peer attention to increase appropriate classroom behavior. Behavior Therapy, 1972, 3, 349-351.

Axelrod, S., Whitaker, D., and Hall, R.V. Increasing spelling accuracy in a special class through operant conditioning. School Applications of Learning Theory, 1972, 4, 4-14.

Brake, J.A., Copeland, R.E., Rieth, H., and Harris, J.W. Classroom management with and without tokens, submitted to Exceptional Children, 1975.

Broden, M., Copeland, G., Beasley, A., and Hall, R.V. Altering student responses through changes in teacher verbal behavior. Journal of Applied Behavior Analysis, 1975, in press.

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Brown, L., Nesbitt, J., Purvis, G., and Cossairt, A. The control of severe tantrum behavior through the use of a one-minute time out procedure. In Instructor's Manual: Responsive Teaching Model Transparency Kit (R. Vance Hall and Richard G. Fox). Lawrence, Kansas: H & H Enterprises, Inc., 1973.

Brown, R., Copeland, R.E., and Hall, R.V. The school principal as a behavior modifier. The Journal of Educational Research, 1972, 4, 175-180.

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Clark, M.L., Collier, H., Faymen, K., Grinstead, J., Kearns, L., Robie, D. and Rotton, M.J. Responsive Parent Training Manual and Group Leader Edition. In press, 1976.

Copeland, R.E. Section on "Measurement" in book entitled Responsive Teaching Model Readings in Applied Behavior Analysis by Herbert J. Rieth and R. Vance Hall, Lawrence, Kansas: H&H Enterprises, Inc., 1974.

Copeland, R.E., Brown, R.E., Axelrod, S., and Hall, R.V. Effects of a school principal praising parents for student attendance. Educational Technology, 1972, 56-59.

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Publications cont:

Copeland, R.E., and Hall, R.V. Behavior modification in the classroom, Chapter in Hersen, Eisler, and Miller (Eds.) Progress in Behavior Modification Academic Press, Vol. 3, in press.

Cossairt, A., Crowder, J., and Hall, R.V. Responsive evaluation: The responsive teaching model and its continued growth. Proceedings: First Annual Congress on Behavior Analysis, Xalapa, Mexico, 1974.

Cossairt, A., Hall, R.V., and Hopkins, B.L. The effects of experimenter's instructions, feedback and praise on teacher praise and student attending behavior. Journal of Applied Behavior Analysis, 1973, 6, 89-100.

Crowder, Jeane. Historically significant studies. A chapter in Rieth, Herbert and Hall, R.V. (Eds.) Responsive Teaching Model Readings in Applied Behavior Analysis, H & H Enterprises, Inc., 1974.

Crowder, J., Green, P., and Lewis, M. Use of token system backed by special privileges to increase completion of home duties. In Instructor's Manual: Responsive Teaching Model Transparency Kit (R. Vance Hall and Richard G. Fox). Lawrence, Kansas: H & H Enterprises, 1973.

Crowder, J., Griffith, R.C., and Rieth, H. Increasing attending behavior of three fourth-grade pupils through systematic teaching praise. In Instructor's Manual: Responsive Teaching Model Transparency Kit. (R. Vance Hall and Richard G. Fox). Lawrence, Kansas, H & H Enterprises, Inc., 1973.

Crowder, J., Harms, M., Brake, J., Porchia, E., and Cossairt, A. The effects of teacher attention and a token cost system on completion of language arts papers in a second grade classroom. In Instructor's Manual: Responsive Teaching Model Transparency Kit (R. Vance Hall and Richard G. Fox): Lawrence, Kansas: H & H Enterprises, Inc., 1973

Crowder, J., Horvath, L., and Harris, J. Increasing attending study behavior while doing seatwork assignments during reading period. In Instructor's Manual: Responsive Teaching Model Transparency Kit. (R. Vance Hall and Richard G. Fox). Lawrence, Kansas, H & H Enterprises

Crowder, J., Paulette, S.L., Nesbitt, J., and Purvis, G. Reducing lights left on inappropriately by husband through social reinforcement for turning lights out. In Instructor's Manual: Responsive Teaching Model Transparency Kit (R. Vance Hall and Richard G. Fox). Lawrence, Kansas, H & H Enterprises, 1973.

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Crowder, J. Reusser, P., Terry, B., and Montgomery, C. The effect of token reinforcement on the rate of completion of tasks by an orthopedically handicapped ten-year-old male. In *Instructor's Manual*: *Responsive Teaching Model Transparency Kit* (R. Vance Hall and Richard G. Fox). Lawrence, Kansas: H&H Enterprises, Inc., 1973.

Crowder, J. Schmidt, R.G. and Cossairt, A. Effects of candy reinforcement on verbal behavior of an institutionalized schizophrenic male. In *Instructor's Manual*: *Responsive Teaching Model Transparency Kit* (R. Vance Hall and Richard G. Fox). Lawrence, Kansas: H&H Enterprises, Inc., 1973.

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Crowder, J., and Willis, J. Does tutoring enhance the tutor's academic learning? *Psychology in the Schools*, 1974.

Fox, R.G., Harris, J.W., Copeland, R., Rieth, H.J. and Hall, R.V. A computerized system for selecting teaching studies catalogued along twenty-eight important dimensions. In E. Ramp & G. Semb (Eds.) Behavior analysis:

Greenwood, C.R., Hops, H., Delquadri, J. and Guild, J. Group contingencies for group consequences in classroom management: A further analysis. *Journal of Applied Behavior Analysis*, 1974, *7*, 413-425.

Hall, R.V. and Arango, L. Responsive teaching: A behavior modification approach with applications in Latin America. In A.L. Angeline (Ed.) *Anais do XIV Congresso Interamericano de Psicologia*. Aso Paulo: Fundcao de Amparo A Pesquisa de Estado de Sao Paulo, 1975, 61-74.

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Hall, R.V., Cossairt, A., and Crowder, J. Responsive teaching: A practical behavior modification approach for schools. *Challenge*. Vol. 2, no. 4/5, 1973.

Hall, R.V., Fox, R., Willard, D., Goldsmith, L., Emerson, M. Owen, M., Davis, F., and Porchia, E. The teacher as observer and experimenter in the modification of disputing and talking out behaviors. *Journal of Applied Behavior Analysis*, 1971, 141-149.

Hall, R.V., Fox, R. Changing criterion designs: An alternative applied behavior analysis procedure. In B.C. Etzel, J.M. LeBlanc, and D.M. Baer (Eds.) *New Developments in Behavioral Research: Theory Method and Application*. In honor of Sidney W. Bijou, Hillsdale, New Jersey: Lawrence, Erlbaum Associates, 1975.

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Hall, R.V., Hawkins, R.P. and Axelrod, S. Measuring and recording student behavior: A behavior analysis approach. Inka Weinberg and T.H. Wood (Eds.) *Observation of Pupils and Teachers in Mainstream and Special Education Settings*. Leadership Training Institute, University of Minnesota, Minneapolis, 1975, 193-217.

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Harris, J.W., and Hall, R.V. Black youth and the white job market. School and Community. Vol. LIX, no. 7, 1973.

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Harris, J., Harris, J., and Hall, R.V. The effect of a token system on out-of-seat behavior. Research in Education, ERIC Publication, 1972.

Harris, J.W. and Rieth, H.J. The consulting teacher as a special service team member. Proceedings of the Seventh Annual National Association of School Psychologist. Washington, D.C., NASP Publication, Vol. 6, p. 151, 1975.

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Rieth, H.J., Axelrod, S., Anderson, R., Hathaway, F. Wood, K., & Fitzgerald, C. Influence of distributed practice and daily testing on weekly spelling tests. Journal of Educational Research, 1974, 68.

Terry, B.J., Brown, R.E., Copeland, R.E., Harris, J.W., and Rieth, H. The effects of peer influence and principal and parental involvement on increasing school attendance, submitted to Journal of School Psychology, 1975.

Dissemination Activities

A number of dissemination activities were consummated during the project years. Not only have we been successful in reaching hundreds of educators locally, but we have also shared our technology, research and expertise at national and international meetings and workshops. A list of our efforts in this area follows:

1. NATIONAL-INTERNATIONAL PRESENTATIONS

Chavez, A. "Variables Affecting the Responsive Teaching Model in a Latin American Setting," Second Annual Conference on Behavior Modification and Social Design, Denver, Colorado, March, 1974.

Chavez, A. "Replication of a Responsive Teaching Model Workshop in Panama." International Council for Exceptional Children Convention, New York, April, 1974.

Chavez, A. "Increasing Production in a High School Electronics Class Through the Use of Behavior Analysis" American Psychological Association Convention, Montreal, Canada, August, 1973.

Chavez, A. "Evaluating Alcohol and Drug Abuse Programs" National Conference on Alcohol and Drug Abuse" San Francisco, California, December, 1974.

Copeland, R. "The Effects of Token Reinforcement on the Leisure Time Behavior of Trainable Retarded Students." National Council for Exceptional Children Convention, Washington, D.C., 1972.

Copeland, R. "The Effects of Principal Implemented Techniques" Fourth Annual Symposium on Behavior Analysis, Project Follow Through, Lawrence, Kansas, 1973.

Copeland, R. "Effects of Principal Assigned Jobs on Student Behavior" American Psychological Association Convention, Montreal, Canada, 1973.

Copeland, R. "Involving the School Principal in Child Treatment Programs" National Association for School Psychologist, Las Vegas, Nevada, 1974.

Copeland, R. "Utilization and Training of Paraprofessional Aides" National Council for Exceptional Children Convention, Los Angeles, California, 1975.

Copeland, R. "The Paraprofessional as a Special Team Member" National Association for School Psychologists, Atlanta, Georgia, 1975.

Cossairt, A. Attended Planning and Review Conference in Washington, D.C. on the Administration, Monitoring and Implementation of Bureau of Educationally Handicapped Grant and National Institute of Child Health and Human Development Grant, January, 1973.

Cossairt, A. "Effects of a Principal's 'Supervision Package' on Positive Teaching Methods and the Subsequent Effects on Student Attending, Instruction Following and Academic Performance in the Classroom" 81st Annual Conference of the American Psychological Association, Montreal, Canada, August, 1973.

1. NATIONAL-INTERNATIONAL PRESENTATIONS

Cossairt, A. "Methods of Establishing and Maintaining Positive Relationships with Teachers." Sixth Annual National Association of School Psychologists, Las Vegas, Nevada, March, 1974.

Cossairt, A., and Lawton, M. "The Effects of Coding Dots used as Tokens on the Education of Tardy Behavior in a High School Special Education Class" National Conference on Exceptional Children (CEC) New York, April, 1974.

Cossairt, A. "Behavior Analysis Applications in Education: Kindergarten and High School." 82nd Annual Conference of the American Psychological Association. New Orleans, Louisiana, August, 1974.

Cossairt, A. "The Effects of Contingent Free Time on High School Students Punctuality and Percentage of Assignments Completed" 82nd Annual Conference of the American Psychological Association, New Orleans, August, 1974.

Cossairt, A. "Interdependence: The Concerned Community, the Delayed-Language Teacher and the Psychological Consultant." The Seventh Annual National Association of School Psychologist Conference. Atlanta, Georgia, April, 1975.

Crowder, J., "Promoting Teacher-Developed Innovation in the Schools. National Association of School Psychologists Annual Convention, New York March, 1973.

Crowder, J. "The Treatment of Reading Disabilities Through an Inexpensive, School Based Tutoring Program. Fifth Annual Conference on Behavior Modification, Wesford, Ireland, September, 1973.

Crowder, J., Cossairt, A., and Hall, R.V. "Responsive Evolution: The Responsive Teaching Model and Its Continuing Growth, First Mexican Congress in Applied Behavior Analysis, Xalapa, Mexico, April, 1974.

Crowder, J., and Copeland, R. "Effects of Contingent Teacher Attention on Decreasing Kindergarten Students' Chronic Inappropriate Pupil-Teacher Contacts." American Psychological Association Annual Convention, New Orleans, September, 1974.

Crowder, J., and Copeland, R. "Interdependence: The Paraprofessional Tutor and the Teacher as Complementary Personnel" Seventh Annual Convention of National Association of School Psychologists, Atlanta, April, 1975.

Crowder, J., Cossairt, A., and Hall, R.V. "The Responsive Teaching Model: Its Application by the Psychological Consultant in Training the Inner City Special Classroom Teacher." Seventh Annual Convention of National Association of School Psychologists, Atlanta, April, 1975.

1. NATIONAL-INTERNATIONAL PRESENTATIONS

Delquadri, J., Greenwood, C., and Hops, H. "The Program for Academic Survival Skills: Results of Academic and Behavioral Research. American Psychological Association, New Orleans, Louisiana, 1974.

Delquadri, J. "The Consultant-Interventionist Psychological Services Model" National Association of School Psychologists Convention, Atlanta, Georgia, 1974.

Hall, R.V., and Harris, J.W. Symposium on "Applications of Token Reinforcement in Natural Home Settings," American Psychological Association. Honolulu, Hawaii, September, 1972.

Hall, R.V. & Christophersen, E. "Applications of Token Reinforcement in Natural Home Settings." Symposium on Token Reinforcement Systems: Evaluation and New Directions American Psychological Association. Honolulu, Hawaii, September, 1972.

Hall, R.V., and Fox, R. "Responsive Teaching: Examples of Applications in School and Home: Address, Wisconsin State CEC Convention, Oshkosh, Wisconsin, February, 1973.

Hall, R.V., "Responsive Teaching: A Behavior Modification Approach that Works" Address, LaCrosse Chapter Council for Exceptional Children, LaCrosse, Wisconsin, December, 1972.

Hall, R.V. "Condicionamineto Operante: Conceptos y Technicas de Application." Invited address, Second Journados de AVEPANE Sobre Retardo Mental, Caracas, Venezuela, October, 1973.

Hall, R.V., "Responsive Teaching: A Behavior Modification for Training Teachers and Parents of Handicapped Children". Paper presented at Third Congress of the International Associaton for the Scientific Study of Mental Deficiency, The Hague, Netherlands, September, 1973.

Hall, R.V. "Responsive Teaching in Latin America". Address presented at XIV Congresso Interamericano de Psicologia of the Interamerican Society of Psychology, Meas Redonda, Sao Paulo, Brazil, April, 1973.

Hall, R.V. Chairman, Symposium "Behavior Analysis and School Administration, American Psychological Associaton Convention, Montreal, August, 1973.

Hall, R.V. "Training parents and Teachers to be more Responsive and Effective Through Behavior Analysis. Colloquim, Guelph University, Guelph, Ontaria, Canada, June, 1974.

1. NATIONAL-INTERNATIONAL PRESENTATIONS

Hall, R.V. & Brown, R.E. "The Responsive Teacning Model: A Program for Training Parents and Teachers in Behavior Modification." Fifth Annual Southern California Conference on Behavior Modification, Los Angeles, October, 1973.

Hall, R.V. "Responsive Teaching: A Program for Training Teachers in Classroom Management. Paper presented at Annual Meeting of Association for Advancement of Behavior Therapy. Miami Beach, Florida, December, 1973.

Hall, R.V. "A Behaviorist Approach to Classroom Observations." Leadership Training Institute Conference on Systematic Observation in School Settings, May, 1974.

Hall, R.V., Chavez, A. "Ensenanza Responsiva: Un Enfaque para Ayudar a los Ninos con Problemas en el Aprendizaje y Otros Problemas de Aprendizaje y Conducta." Paper presented at Second Regional Congress on Children with Learning Disabilities National Institute of Special Education, Panama, November, 1972.

Hall, R.V. "Responsive Teaching: A More Systematic Approach for Working with Exceptional Children. Address to CEC, British Columbia Federation Annual Conference, Vancouver, B.C., November, 1972.

Hall, R.V., & Clark, M. "Responsive Parenting" First Annual Rocky Mountain Conference on Behavior Modification, April, 1975.

Hall, R.V., Clark, M., Kearns, L., and Robie, D. "Responsive Parenting: An Applied Behavior Analysis Procedure." American Psychological Association Convention, September, 1975.

Harris, J., and Hall, R.V. "Responsive Teaching: A Humane Approach to Behaviorism". Paper presented at Leadership Training Institute Conference for Special Educators, Bimidji, Minnesota, August, 1972.

Mirman, R. "The Responsive Teaching Model: Efficacy and Rationale" Association for Advancement of Behavior Therapy Convention, Chicago, Illinois, October, 1974.

Mirman, R. "Prevention of Shoplifting thru Behavioral Engineering" American Psychological Association National Convention, Chicago, Illinois, September, 1975.

Mirman, R. "Aggressor Versus Victim: Who Controls Whom?" Symposium on Children as Behavior Analysts: Techniques and Ethical Issues: Association for the Advancement of Behavior Therapy, San Francisco, December, 1975.

1. NATIONAL - INTERNATIONAL PRESENTATIONS

Panyan, M., and Patterson, E.T. "Teaching Attendants the Applied Aspects of Behavior Modification: An Empirical Approach". American Psychological Association. August, 1973.

Rieth, H., Crowder, J., and Hall, R.V. National Symposium on "Behavioral Approaches". Convention of National Association of School Psychologists, New York, March, 1973.

International CEC - An experimental analysis of the effects of special class placement on the academic and attending behavior of two elementary school pupils - Miami, Florida - April, 1971.

International CEC - Effects of distributive practice on the spelling achievement of a junior high school student - Washington, D.C. - March, 1972.

National Association of School Psychologists - The implementation of a responsive teacher training program in an entire school district with the school psychologist as trainer - New York - March, 1973.

American Psychological Association - The school principal as a behavior management specialist - Montreal, Canada - September, 1973.

National Association of School Psychologists - A multi-faceted child advocacy program - Las Vegas, Nevada - March, 1974.

International CEC - Consulting teachers: Roles and training - New York - April, 1974.

American Psychological Association - A behavioral approach to the management of hyperactivity - New Orleans, La. - September, 1974.

National Association of School Psychologists - A paradigm for facilitating interdisciplinary interdependence - Atlanta, Georgia, April, 1975.

Association of Children with Learning Disabilities - A preschool paradigm for ameliorating behavior ascribed to children with learning disabilities - Seattle, Washington - March, 1976.

Robie, D. "Calcumate Part I: The effects of Using a Mechanical Device to Teach Two-Digit Subtraction with Borrowing." American Psychological Association Convention, Montreal, Canada, August, 1973.

Robie, D. "Calcumate Part II: Generalize Effects of Using a Mechanical Device to Teach Two-Digit Subtraction with Borrowing, to Children Across Various Socio-Economic Populations." International CEC Convention, New York, April, 1974.

2. PRESENTATIONS--REGIONAL

Cossairt, A., Rollins, A., McGrath, W., Owens, U., Bigge, R., Swift, C., Officer, C., and Hadley, C. "The Treatment of Black Families and Individuals With Drinking Problems." North American Congress on Alcohol and Drug Problems. San Francisco, California, 1974.

Cossairt, A. "An Evaluation Package for Community Alcohol and Drug Problems." North American Congress on Alcohol and Drug Problems, San Francisco, California, December, 1974.

Cossairt, A. "The Evolution of the Responsive Teaching Model." Third Annual Behavior Modification and Social Design Conference. Jefferson County Mental Health Center, Denver, Colorado, March, 1974.

Crowder, J., Cossairt, A., and Willis, J. "Action in the Classroom: Technologies of Teaching Behavior Change. Annual Convention of Midwestern Association of Behavior Analysis, Chicago, May, 1975.

Crowder, J., and Malenfant, L. "Action Technologies: Behavioral Demonstrations, Role Playing, and modeling" Anual Convention of Midwestern Association of Behavior Analysis, Chicago, May, 1975.

Crowder, J., and Cossairt, A. "Evaluative, Self-monitoring and Instructional Feedback Materials. Annual Convention of Midwestern Association of Behavior Analysis, Chicago, May, 1975.

Hall, R.V. "Applied Behavior Analysis as a Practical Research Approach." Conference on Research in Communicative Disorders in Schools, Iowa State Department of Special Education, Coralville, Iowa, August, 1974.

Hall, R.V. and Tomlin, S. "Managing Behavior in the Classroom." Elementary Teacher's In-Service Meeting, Fort Smith, Arkansas, February, 1975.

Hall, R.V., and Brown, R.E. "The Responsive Teaching Model: A Program for Training Parents and Teachers in Behavior Modification." Fifth Annual Southern California Conference on Behavior Modification, Los Angeles October, 1973.

Harris, J. "The Responsive Teaching Model and an Overview of the Juniper Gardens Children's Project" University of Nebraska's Masters Teacher TTT Education Program, November, 1972.

Harris, J. "Responsive Teaching Model" Education Professions Development Act Seminar at Norfolk State College. Leadership Training Institute of the University of Minnesota, January, 1973.

2. PRESENTATIONS--REGIONAL CONT:

Harris, J. Conference on the Management of Hyperactive Children sponsored by the Southeast Mental Health and Retardation Center, Fargo, North Dakota, March, 1973.

Mirman, R. and Malenfant, L. "Responsive Teaching Exercises" Midwest Analysis of Behavior Convention Chicago, Illinois, April, 1975.

Panyan, M., and Panyan, S. "A Skinnerian Model for Political Associalization Analyzing TV as an Antecedent Stimulus for Children of Three Ethnic Groups: Southwestern Social Science Association Meeting, Dallas, Texas, March, 1973.

Patterson, E.T., Griffin, J.C., Panyan, M. Maintenance of self-help skill training programs with non-professional personnel through incentive systems. Southwestern Psychological Association Meeting, Dallas, April, 1973.

Tomlin, S. Cossairt, A., and Chavez, A. "Evaluation Package" for Community Alcohol and Drug Problems. North American Congress on Alcohol and Drug Problems in San Francisco, December, 1974.

3. STATE AND LOCAL PRESENTATIONS

Copeland, R. "Utilization and Training of Paraprofessional Mental Health Workers" Kansas State Association of School Psychologists Convention, Salina, Kansas, 1974
Participants 75

Copeland, R. "Paraprofessionals in Special Education" Greater Kansas City Council for Exceptional Children, Kansas City, Missouri, 1974.
Participants 25

Cossairt, A., "The Effects of Experimenter's Instructions, Feedback and Praise on Teacher Praise and Student Attending Behavior" at the "TTT" Teacher Training Conference, Empirical Bases for Teacher Training, Lawrence, Kansas, April, 1972.
Participants 100

Cossairt, A., Crowder, J., Brockerd, E., and Morris, R. "Behavior Analysis in Education: The Westport Project." Kansas Psychological Association Annual Meeting Topeka, Kansas, April, 1974.
Participants 25

Grinstead, J. "The Effects of Different Lunchroom Procedures on the Level of Disruptive Behavior in an Elementary School Lunchroom." Johnson County Kansas Mental Health Association, October, 1974.

Grinstead, J. "Overview of Responsive Parent Education and Responsive Teaching To Representative Staff of Kennedy Elementary School, Lawrence, Kansas, March, 1975
Participants 10

Grinstead, J. "Overview of Responsive Parent Education" to an Adult Education Class, Indian Creek United Methodist Church, Johnson County, Kansas, April, 1975.

Hall, R.V. "Responsive Teaching" Faculty In-Service Presentation, Shawnee Mission North High School, Shawnee Mission, Kansas, January, 1973.
Participants 40

Hall, R.V. "The Disadvantaged Child" Symposium on Handicapped Child, University of Kansas Medical Center Graduate Study Program, Great Bend, Kansas, February, 1973.
Participants 50

Hall, R.V., and Clark, M. "Behavior Modification in Home Settings" Johnson County Juvelile Court Volunteer Department Training Meeting. Prairie Village, Kansas, March, 1973.
Participants 10

Hall, R.V., Terry, B., Winstead, C., and Brown, R. "The Juniper Gardens and Responsive Teaching Projects" Presentation to Kansas City, Kansas Board of Directors, March, 1973.
Participants 20

3. STATE AND LOCAL PRESENTATIONS CONT:

Hall, R.V. "The Juniper Gardens Children's Project" Noble Prentis PTA, Kansas, March, 1973.
Participants 30

Hall, R.V. "You can Modify Behavior Too" Presentation to Shawnee Mission North Highschool Students Community Resources Day, Shawnee Mission, Kansas, May, 1973.
Participants 400

Hall, R.V. "Applied Behavior Analysis and You." Careers Day Presentation, Shawnee Mission North High School, January, 1974.
Participants 400

Hall, R.V., Clark, M., and Kearns, L. "Responsive Parenting: Developing Resources for Family Potential. Conference Family Study Center, Kansas City, Missouri, 1974
Participants 50

Hall, R.V. "Behavior Management in the Home and Community. Missouri Association for Children with Learning Disabilities, Kansas City, Missouri, October, 1974.
Participants 200

Hall, R.V. Panel presentation: "The Experience of Guilt." University of Kansas Medical Center Symposium, Medicine and Religion, Kansas City, Kansas, October, 1974.
Participants 100

Harris, J. "Programming Social Behaviors." Conference on Individualizing Instruction: Division of Educational Research and Psychology University of Missouri at Kansas City, November, 1972.
Participants 75

Harris, J. "Behavioral Management Strategies" Westport Community Group, Administrators and School Board Members of the Kansas City, Missouri School District, Kansas City, Missouri, April, 1973. 50

Harris, J. "Overview of the Responsive Teaching Model to the EMR Teachers of the Kansas City, Kansas School District, September, 1973.
Participants 44

Harris, J. Presented Behavioral Technology Strategies to the Special Education Teachers of the Kansas City, Kansas School District, October, 1973.
Participants 50

Harris, J. Presented Responsive Teaching Model for Reserved Teachers for the Kansas City, Missouri School District, August, 1975.
Participants 150

3. STATE AND LOCAL PRESENTATIONS CONT:

Harris, J. Presented the Responsive Teaching Model to the staff of the Southeast Jackson County Mental Health Center, Kansas City, Missouri October, 1975.
Participants 70

Mirman, R. Presented Seminar on Behavior Modification Techniques Applied to Staff Management, Jackson County Hospital Department Chairman Seminar, Independence, Missouri, April, 1975.
Participants 15

Mirman; R. "Behavior Management of Obesity" to Pro-Seminar, Department of Human Development and Family Life, University of Kansas, April, 1975.
Participants 75

Mirman, R. "Behavior Modification and Feedback Systems for Supervisors" Graduation Exercises for Food Service Supervisors: St. Luke's Hospital, Kansas City, Missouri, September, 1975.
Participants 40

Rieth, H.J. Kansas State CEC - Analysis of the effects of teacher attention on the academic performance of elementary school students - Topeka, Kansas, March, 1971.
Participants 60

Rieth, H.J. Teacher Training Technology Conference - 1. A comparison of the effects of reinforcement and punishment procedures upon the social behavior of first grade students. 2. Effects of a study procedure used to increase spelling achievement - Lawrence, Kansas - March, 1972.
Participants 40

Rieth, H.J. Follow Through Conference in Applied Behavior Analysis - The use of an antecedent event to modify the spelling performance of primary and intermediate grade students - Lawrence, Kansas - May, 1972.
Participants 40

Rieth, H.J. Highland Park Teachers - The use of antecedent and consequent events to increase academic productivity and accuracy - Topeka, Kansas - May, 1973.
Participants 40

Rieth, H.J. Topeka, Kansas Chapter of CEC - The future of special education in Shawnee County - Topeka, Kansas - May, 1974.
Participants 70

4. WORKSHOP PRESENTATIONS

Copeland, R. Kansas Occupational Therapy Workshop, Menorah Medical Center, Kansas City, Missouri, 1972.

Copeland, R. Nashville Showcase of Innovative Treatment Programs in Child Mental Health, Nashville, Tennessee, 1972.

Copeland, R. "Responsive Teaching Workshop", Washburn University, Topeka, Kansas, 1972.

Copeland, R. "Responsive Teaching Workshop" Kansas City, Missouri, 1973.

Copeland, R. Summer Workshop "Responsive Teaching Course" University of San Diego, California, 1973.

Copeland, R. "Responsive Teaching Workshop and Consultantship", Sunburst Youth Homes, Neillsville, Wisconsin, 1973.

Copeland, R. "Intensive Workshop", Third Annual Atlanta Behavior Modification Workshop, Atlanta, Georgia, 1974.

Copeland, R. Responsive Teaching Workshop, Kansas City, Missouri, 1974.

Cossairt, A. "Behavior Management for Elementary School Teachers" Workshop Portland, Oregon, May, 1972.

Cossairt, A. "Behavior Management" Three day Training Institute Conducted for Special Education Teachers in Seattle Public Schools, Seattle, Washington, August, 1972.

Cossairt, A. "Applied Behavior Analysis Workshop for Secondary Teachers" Topeka, Kansas, November, 1972.

Cossairt, A. "Behavior Management Workshop for Teachers." Leavenworth Mental Health Center, January, 1973.

Cossairt, A. Second Annual Responsive Teaching Workshop, Kansas City, Missouri, June, 1973.

Cossairt, A., and Hall, R.V. "Workshop for Special Educators," University of Norfolk, Petersburg, Virginia, January, 1973.

Crowder, J. "Responsive Teaching and Parenting: A Behavior Analysis Approach that Works" Workshop--Association for Advancement of Behavior Therapy Annual Convention, Chicago, November, 1974.

Crowder, J. "Child Care Workshop" Kansas State Department of Social and Rehabilitation Services and the Kansas Association for the Education of Young Children. Kansas City, Kansas, November, 1974.

4. WORKSHOP PRESENTATIONS

Crowder, J. Workshop for Special Education Teachers and Speech and Language Clinicians, Maryland State Department of Special Education, Baltimore, Maryland, June-July, 1975.

Delquadri, J. Greenwood, C., and Guild, J. "An Intensive Workshop in the Program for Academic Survival Skills (PASS): A Consultant-Directed, Teacher Interventive Program for Grades 1-3. Workshop presented at the National Convention of the Council on Exceptional Children. Los Angeles, 1975.

Fox, R. "Modifying Behavior Through Responsive Teaching in an Inner-City Area." Alamada County Drug Abuse Workshop. Alamada County Public Schools, Oakland, California, June, 1972.

Fox, R. Responsive Teaching Model: EPDA/Special Education Workshop, EMC Olathe Unified School District, Olathe, Kansas, 1972.

Fox, R. Kansas Occupational Therapy Association Workshop, Menorah Medical Center, Kansas City, Missouri, 1972.

Fox, R. EPDA Workshop, "Empirical Bases for Teacher Training" University of Kansas, Lawrence, Kansas, 1972.

Grinstead, J. "Responsive Teaching Workshop" Kansas City, Missouri, June, 1974.

Hall, R.V., Copeland, R., Copeland, G., and Chavez, A. "Responsive Teaching Workshop" Sponsored by Ford Foundation, National Insituto Habilitacion Especial, Panama City, Panama, August, 1972.

Hall, R.V. "Behavor Modification in Speech Development" Workshop presentation, Children's Special Education Center, Kansas City, Missouri, October, 1972.

Hall, R.V., Rieth, H., and Copeland, R. "Responsive Teaching" Workshop--Third Annual Atlanta Behavior Modification Intensive Practicum, Atlanta, Georgia, April, 1974.

Hall, R.V., Meyers, J., Terry, B., and Rotton, M. "Responsive Teaching" Workshop--Northwest Missouri Mental Health Center, St. Joseph, Missouri, April, 1975.

Hall, R.V., Crowder, J., and Clark, M. "Responsive Teaching and Parenting: A Behavior Analysis Approach that Works." Workshop presentation, Association for Advancement of Behavior Therapy, November, 1974.

Hall, R.V. Responsive Teaching Workshop at Instituto Panemeno de Habilitacion Especial, Panama, April, 1972 and August, 1972.

4. WORKSHOP PRESENTATIONS CONT:

Hall, R.V., Fox, R., and Copeland, R. "Responsive Teaching" Atlanta Behavior Modification Workshop, Atlanta, Georgia, June, 1972.

Harris, J., and Rieth, H. "Responsive Teaching Workshop." Southwest Regional Psychological Association, Austin, Texas, 1972.

Harris, J.W. Four-day Responsive Teaching Model Workshop for supervisory personnel, college professors, and teachers in Kansas City, Missouri, 1972.

Harris, J.W. Four-day workshop at the Southern Regional Professional Institute Co-sponsored by the Divisions of School Psychology within the American Psychological Association and and the School Psychology Program within the Department of Educational Psychology at the University of Texas at Austin, 1972.

Harris, J.W. and Beasley, A. Conducted five day training workshop in Behavior Management Technology for Inner-City parents in Indianapolis, Inidiana, 1972.

Harris, J.W. Responsive Teaching Model Workshop at the University of Nebraska, Cooperative Schools Project: Student Teacher Program, February, 1973.

Harris, J.W. Coordinator at four-day Responsive Teaching Model Workshop for supervisory personnel, College professors, psychologists, counselors and teachers, in Kansas City, Missouri, 1973.

Harris, J.W. Follow-up workshop on Behavior Modification in Norfolk, Virginia and presented operant technology procedures to Reading Specialist in the Chesapeake, Virginia School District, November, 1973, February, 1974.

Harris, J.W. Workshop staff training on Operant Technology for the Economic Opportunity Foundation of Kansas City, Kansas. February-August, 1974.

Harris, J.W. Workshop Responsive Teaching Model Workshop for supervisory personnel, college professors, psychologists, counselors, teachers and mental health workers in Kansas City, Missouri, June, 1974.

Harris, J.W. Responsive Teaching Model Workshop to Administrators and Counselors of the Joplin School District, Joplin, Missouri, October, 1974.

Harris, J.W. Presented five Responsive Teaching Model Workshops to teachers and administrators at the Kansas City, Missouri ESSA Workshop, January, February, March, and April, 1975.

Harris, J.W. Responsive Teaching Model Workshop for teachers, counselors, and administrators in the Social Science Field. Kansas City, Missouri, June, 1975.

4. WORKSHOP PRESENTATIONS

Kearns, L. Responsive Teacher Workshop, Shawnee Mission School District, In Service Day Shawnee Mission, Kansas, 1974.

Kearns, L. "Responsive Parenting: Developing Resources for Family Potential" Conference Family Study Center, Kansas City, Missouri, 1974.

Kearns, L. Responsive Teaching Workshop, Kansas City, Missouri, 1974.

Mirman, R. Workshop on the Responsive Teaching Model to administrators and counselors, Joplin School District, Joplin, Missouri, October, 1974.

Mirman, R. Workshop for classroom teachers "Behavior Management in the Classroom." Portsmouth School District, Portsmouth, New Hampshire, June, 1974.

Rieth, H. Responsive Teaching Model: Topeka Special Education Teachers, Topeka, Kansas, 1972.

Rieth, H. Responsive Teaching Workshop, Kansas City, Missouri, 1972.

Rieth, H. Responsive Teaching Model Workshop: Southern Leadership Conference of the American Psychological Association, Austin, Texas, 1972.

Rieth, H. Responsive Teaching Model Workshop (Coordinator of Advanced Training) Kansas City, Missouri, 1973.

Rieth, H. Workshop for Kansas City, Missouri Speech Therapists, Kansas City, Missouri, 1974.

Rieth, H. Responsive Teaching Workshop (Coordinator for Advanced Training) Kansas City, Missouri, 1974.

Robie, D. Responsive Teaching Workshop, Kansas City, Missouri, 1973 and 1974.

Robie, D. "Introduction of Behavior Modification to Speech Clinicians", Parsons, Kansas, August, 1974.

Robie, D. Johnson County Special Education Workshop, October, 1974.

Tomlin, S. Workshop on Applied Behavior Analaysis at Washburn University, Topeka, Kansas, 1972.

THE CONSULTING TEACHER PROGRAM

VI. VALIDATION OF TRAINING COMPONENT

The following section was developed in part by Ms. Cynthia Montgomery, a graduate of our Consulting Teacher Program. During the early development of the program, Ms. Montgomery assisted the staff in developing a program validation component which became the subject matter for her masters thesis. The narrative that follows is a portion of that thesis.

Validation of the Training Component

One of the major focuses of the Consulting teacher project over the past four years has been the development of a viable evaluation component. This component was developed not only to evaluate the acquisition skills of the masters trainees as they pertain to the training objectives, but to evaluate the effectiveness of the trainees once they began functioning as consulting teachers.

To accomplish this evaluation task, we made an indepth study of the evaluation component in terms of: needs of the program, feasible designs of the program, population involved in the program, referral process of the program, selection and recording of target behaviors of students involved in the program, behavior modification procedures used with students in the program, in-service workshops given by trainees for educators in the district. The results of the process are delineated below.

Does this Program fulfill an actual need?

The prevalence figures of Learning Disabled Children in the schools show that at least seven to eight percent of the school population are learning disabled (Lerner, 1971). Previous chapters in this manuscript point out the present inadequacies in meeting the needs of the handicapped in the special class setting and the current trend of mainstreaming mild to moderately handicapped children into the regular class setting. In Kansas, the State Department mandated services to developmentally disabled or handicapped learners. Since a mandate is a direct order, there was a definite need for this service in Kansas.

Is it feasible to implement as designed? Is its operation as efficient as possible?

This Program was designed as an Itinerant Consulting Service. Its design is in line with placement of mainstreamed handicapped children. Because not all of the children in a class may fall into the handicapped category, the Itinerant Design is most efficient in providing services to a number of children in various classrooms (Dunn, 1968). As to whether or not the Model achieves its objectives as stated will be evaluated in light of the research carried out in the applied setting. If the data show the Special Education Consultants termed DARTs have assisted school personnel and parents in remediating academic and social behaviors of handicapped children, then it has achieved its objective as stated.

A sampling of the services provided to parents, students, and teachers through the DART Program in Kansas City, Kansas plus an evaluation by the teachers, principals and consultants of those services will serve as conclusive evidence that the competencies obtained from an interrelated course sequence and practicum experiences as outlined in the Juniper Gardens Children's Project Proposal have indeed been able to produce a trained Consulting Teacher proficient in skills to remediate academic and social behaviors of handicapped children.

Population Involved in Study

The Kansas City, Kansas area is composed of about 189,000 people. There are 55 schools in Wyandotte County School District #500, of these, there are 40 elementary schools, 17 of which are in the inner-city area. Because of the Mandate from the State Department, services are now available to many of the students throughout the system who had been psychologically evaluated and could not be serviced because the services did not exist. A great percentage of those evaluated by the School Psychologists were in the normal range of intelligence, but still experiencing difficulties academically and/or socially. Although these students evidenced normal to near normal potential, their performance at school was significantly below their potential. They fell into the category defined as Specific Learning Disabled by the Mandate.

> "The learning disabled individual possesses normal or potentially normal intellectual ability, but with specific limitations in the understanding and/or use of spoken or written language. He can be further identified as:
>
> a. Exhibiting disorders in perceptive, integrative or expressive processes.
>
> b. Exhibiting a significant academic deficit in skills required in listening, talking, reading, writing, or computation.
>
> c. Possessing the ability to respond to remediation or preventive educational measures.
>
> d. Possibly exhibiting accompanying handicaps, but the primary need for special academic planning is not due to vision or hearing losses, motor handicaps, mental retardation or severe emotional disturbances" (Pg. 9 State Board of Education Regulations).

Referral Process

The referral process for the DART Program is as follows:

1. The student referral form (Appendix A) is completed by the teacher with the approval of the principal and sent to the Director of Special Education.

2. The student is evaluated by the School Psychologist and staff. The Psychologist uses various psychometric instruments such as the Weschler Intelligence Scale for Children (WISC), and the Illinois Test of Psycholinguistic Abilities (ITPA). The first

staffing is with all Psychologists who evaluate the child in light of teacher reports, observations, test results and qualifications for existing programs.

3. As a result of the School Psychologist's staffing, the students are then referred to the DARTs for an academic evaluation.

4. The DART then determines whether the student is appropriate for the Program through informal Criterion-Referenced tests such as the Comprehensive Special Services Cooperative (C.S.S.C.) readiness, reading and math tests (developed at the Olathe Educational Modulation Center), the Behavioral Q-Sort, and Silvaroli Reading Inventories. (DARTs also have access to the Wide-Range Achievement Test (W.R.A.T.), but if this test has been given by the Psychologists it is not usually given again, unless as a post-test). Guidelines for appropriateness of the Program are the definition for Learning Disabilities in the Special Education Mandate (Chapter III), Teacher reports, DART observation and Formal and Informal Test results.

5. If found appropriate, the student receives services with progress monitored by the DART.

6. Termination of services will be determined by joint staffing of School Psychologists and DARTs.

As work in the DART Program began, further guidelines were established in reference to Academic Referrals and Behavioral Referrals. Many of the problems originally referred for academic remediation were a combination of academics and behavior. Initially a child may have been only an academic problem, but when remediation did not occur year after year, the problem compounded and the teacher found the child was a discipline problem as well as academically deficient. Thus, the DART, in order to properly service the referrals, had to be trained in techniques dealing with behaviors as well as academics.

To show that the DARTs were effective in providing services, daily logs were kept of all contacts with the child, teacher or parent. Data for academics were provided in the form of Pre and Post test scores from the WRAT, Pre and Post Test Scores on the C.S.S.C. tests, a comparison of phonetic skills by an informal test before and after the Henderson phonics program, or quarterly grades as recorded by the teacher.

Behavior management programs were set up with the teacher involved. The teachers kept the data while the DARTs monitored and reprogrammed the child as needed in conjunction with the teacher.

The DARTs usually talked to the teachers during a "free period" (i.e. recess, physical education, music, art or lunch breaks). There were a variety of management programs performed. Some were modification programs limited only to school, others encompassed the home as well.

Selecting and Recording Target Behaviors

Target behaviors were those discussed at the joint staffing of School Psychologists and DARTs. Some examples of referrals for academic problems would be task completion, increasing accuracy, remedial work in reading or mathematics skills up to grade level if possible.

Inappropriate social behavior which tended to interfere with the academic target behavior was selected by the teacher and specifically defined. The DART suggested possible ways of recording behavior that would take a minimum of teacher time and effort. If a time sample was chosen, the time interval was constant each day or varied according to the academic task involved. Others may have selected a randomly reinforced point system for the entire day or various successive approximations to an entire day's behavior.

Behavior Modification Procedure

Through DART observations, teacher comments and reports, the teacher and DART discussed the child's weaknesses and strengths in trying to arrange a program for the child. Positive and consistent procedures were stressed during the consultation, with the ultimate goal tailoring the reinforcement to be a natural for the teacher's personality as well as acceptable by the student. Scheduling of the treatment application was carefully evaluated in light of the total situation and environment. In AB designs, the teacher was asked to record the child's target behavior without changing her "normal" pattern of reacting to it. As the behavior stabilized or showed a definite trend, the treatment phase was discussed. In a BAB design, by the time the DART was called in, the teacher was no longer willing to put up with inappropriate behaviors and was ready to implement some type of treatment procedure immediately. After some of the teachers were started on a modification program, the original design was altered by the teacher, without DART supervision, as the situation warranted changes.

In all consultations with the teacher, Title I Coordinators, Building counselors, or principals, the DARTs stressed:

1. Working from the child's strengths to remediate his deficits.

2. Planning on the child's level.

3. Finding out what "turned their kids on."

4. Using readily available or natural reinforcers rather than the primary reinforcer such as candy all of the time. More specifically, being able to find and vary reinforcers.

5. Reinforcing as many things as possible in the child, as often as possible.

6. Being consistent in whatever approach was used.

7. Withholding reinforcement until expectations were met--ignoring inappropriate behaviors as long as they were not harmful to others.

Evaluating Behavioral Changes

Behavioral changes were recorded by the teacher daily on a simple form provided by the DART or one the teacher felt more comfortable with (Appendix A). The DARTs checked at varying intervals on the teacher and student, almost daily at first and then weekly to monthly as the teacher was able to manage the program alone.

The following studies are a sampling of the variety of problems referred for remediation to the DARTs and the various approaches used in remediating academic and behavioral problems.

CASE STUDIES

SECTION ONE

Introduction

The case studies have been divided into two sections in order to show the effectiveness of the Master's Level program. Secton one includes studies that were completed in the Special Education 777 class, which demonstrated acceptable scientific designs for applied research. The first three case studies in section one were carried out in the 1972-73 school year by students enrolled in Special Education 777 taught at the University of Kansas. The DARTs served as group leaders and assisted the students in gathering of data and designing the research project. These studies are now part of the Instructor's Manual to "The Responsive Teaching Model Transparency Kit" by Hall and Fox (1973). The abstracted forms of studies one, two, and three appear in this paper. Studies four and five were also done under the supervision of a DART, and as a direct result of the Special Education 777 class. These studies provided concrete examples of the different kinds of behaviors that can be measured when the teacher is familiar with contingency management techniques.

STUDIES

Study 1 - Debra

Subject and Setting

Debra was a 13-year-old girl in a junior high Special Education class. According to her teacher, Debra was pleasant and congenial and although she could "word call" exceptionally well, her reading comprehension was poor.

Behavior Measured

Debra's teacher served as the experimenter. Each day she observed Debra reading a story silently, then she gave Debra 34 questions over the story. She recorded the number of correct answers each day. Another teacher made reliability checks on the written answers 11 times during the study. Agreement (computed by dividing the smaller score obtained by the larger) was always 100%.

Experimental Procedures and Results

Baseline$_1$: Baseline data were obtained for eight days, with a mean of 7.4 correct answers daily (Fig. 3).

Record Playing$_1$: Knowing that record playing really "turned her students on," the teacher suggested that for the first eight correct answers on Debra's paper, the class would have one minute of record playing and one minute for each additional correct answer. In the first five days, Debra correctly answered a mean of 19.2 questions. The observers then decided that too much class time would be devoted to record playing if Debra continued to improve. The conditions were changed to one minute of record playing for every four correct answers. Debra's correct answers for the next three days averaged 23.3.

Baseline$_2$: There was no record playing for the next seven days. The number of Debra's correct answers decreased to a mean of 20.1 (Fig. 3).

Record Playing$_2$: When record playing was reinstated, Debra's comprehension scores again improved, with a range of 26 to 30 correct answers.

Intermittent Reinforcement: For the next ten days, records were played on an intermittent basis, every other day. During this period, and on a postcheck, Debra continued a high rate of correct answers, with a range of 25 to 30.

Discussion

This study is one in which the direct measurement of a permanent product was used to provide a record of the level of a target behavior. It also illustrates the use of a novel reinforcer which was shared by the group, even though it was contingent on the behavior of a single subject. Furthermore, it shows how one can "lean out" the reinforcement schedule and still maintain behavior at a high level. The fact that it took several days for the behavior to extinguish during the Reversal Phase may indicate the other reinforcers such as getting good scores on papers, pride in a job well done, or other more naturally available reinforcers, had begun to control the subject's behavior.

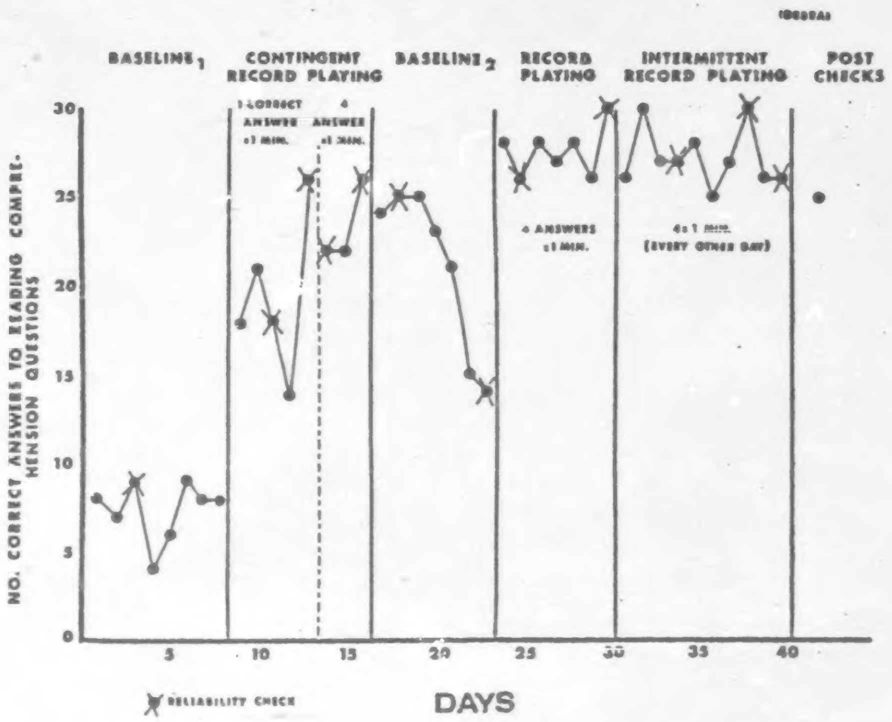

Fig. 3. The Increase of Reading Comprehension with Record Playing as a Group Reinforcer.

Study 2 - Second Grade Classroom

Subject and Setting

The subjects were all the members of a second-grade classroom in a middle income district located in Lawrence, Kansas. The setting was a self-contained classroom with eighteen students, nine boys and nine girls. The teacher was interested in increasing the number of complete language arts papers because a number of the children turned in incomplete work or skipped many of the problems.

Behavior Measured

Direct measurement of a permanent product was employed by the teacher who examined the language arts papers each day to determine the number of incomplete papers. An incomplete paper was designated as any paper not handed in or with answers missing. Reliability checks were made on three occasions during various experimental phases by a student aide who independently counted the number of incomplete papers. The percent of agreement attained on each occasion was 100%.

Experimental Procedures and Results

Baseline_1: Baseline data compiled over a nine-day period yielded a mean of six incomplete papers per day (Fig. 4).

Teacher Praise for Study Behavior: Beginning with session ten, the teacher gave increased teacher attention in the form of praise for in-seat, on-task and work-completion behavior. The mean number of incomplete papers per session during this teacher attention phase was 1.5.

Teacher Attention and Revised Seating Arrangement: The teacher felt that rearranging the desks would have some effect on the work habits of the class. Desks were arranged in groups of four and the teacher continued using teacher attention just as she had during the previous phase. The mean number of incomplete papers per session was three for the six days of Condition 2.

Token System_1: Although the number of incomplete papers had been drastically reduced, there were still some students turning in incomplete papers. On day 21 a token-cost system was put into effect. Every Monday each student was given five slips of paper that could be used to buy certain special activities available on Friday afternoon. These activities included painting, playing games and writing on the chalkboard. Each incomplete paper handed in "cost" a student one slip thereby reducing his Friday activity buying power. On the first day of this condition (Fig. 4) the teacher received only one incomplete paper. All papers were complete for each of the following four days of this token-cost condition.

Baseline$_2$: Withdrawal of the token-cost system and teacher attention resulted in a mean of six incomplete papers per day during a three day return to Baseline phase.

Token System$_2$: The Reinstatement of the token reinforcement cost system resulted in no incomplete papers being turned in during this final phase.

Discussion

This study points out that behavior modification techniques may be successfully applied to an entire classroom of students. It must be noted that teacher attention, although effective, was not enough to totally solve the problem of incomplete language arts papers. The token reinforcement cost condition, combining mild punishment with access to reinforcement proved to be highly effective in changing the behaviors of all members of a second grade classroom. The teacher reported that carrying out these procedures caused very little extra work or inconvenience to her. The data tended to support the data presented by Axelrod, Hall, et. al. that seating arrangements affect classroom behavior.

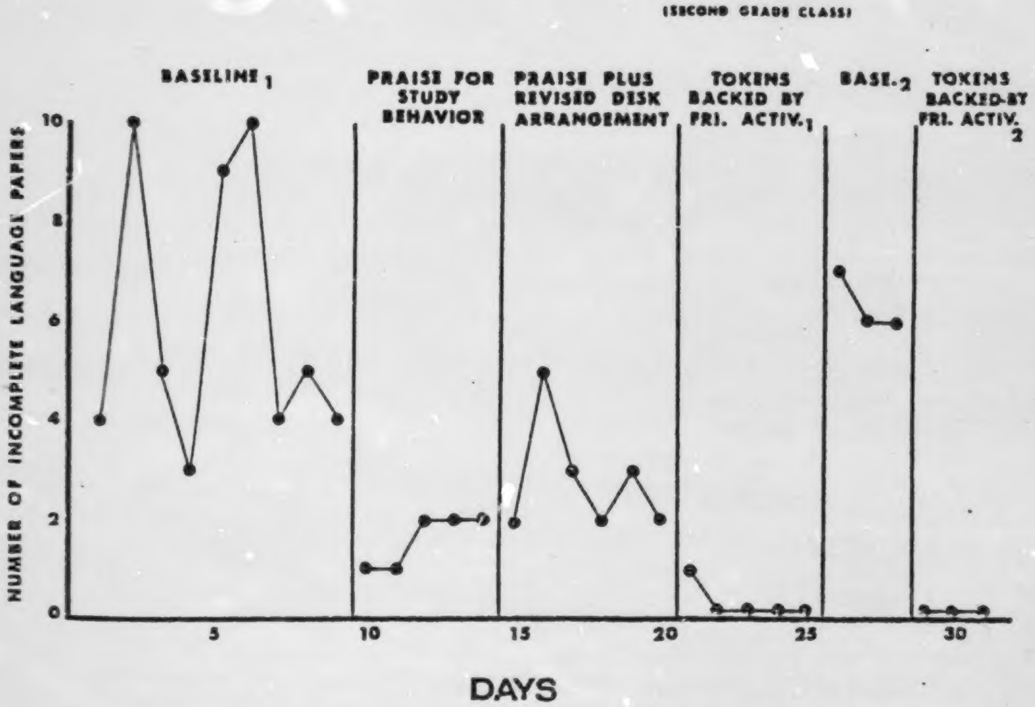

Fig. 4. The Effects of Teacher Attention and a Token Cost System on Completion of Language Arts Papers in a Second Grade Classroom.

Study 3 - John

Subject and Setting

The subject was John, a 10-year-old boy diagnosed as educable mentally retarded and a victim of spina bifida, a condition which caused paralysis from the waist down. He was a student in an orthopedically handicapped classroom in the University of Kansas Medical Center Children's Rehabilitation Unit.

Behavior Measured

In John's classroom, each child worked individually at his own level with a series of ten programmed tasks to be completed daily. These tasks included work in various academic areas, reading, arithmetic, phonics, spelling, etc. John experienced much difficulty in completing the expected amount of work and frequently failed to finish a page of work unless the teacher stood near him as he worked. The measured behavior was completion of the number of assigned pages with no adult supervision or encouragement to finish. (Consideration was given to John's difficulty in understanding new material. He was given all the help he needed before beginning an assignment.) Each time John completed one page of work, the observer recorded one point. The experimenter observed John all day and marked the number of academic tasks he completed. A student aide using the same procedures as the experimenter recorded pages completed during each phase of the experiment. Their reliability checks uniformly yeilded 100% agreement.

Experimental Procedure and Results

Baseline$_1$: Baseline data were taken for 10 days. The experimenter recorded the number of tasks completed daily, out of 10 (Fig. 5). If John required encouragement to complete his work or failed to finish the page, he did not receive a point. During Baseline the mean of completed tasks was 2.5

Tokens Backed by Job Opportunity$_1$: In searching for the most effective reinforcer, the teacher noted John's interest in being a classroom helper. Initially, John was told he would receive a token for every page of work he completed. If he received the designated number of tokens, he was allowed to go to cafeteria duty. This phase of the experimental procedures was carried out for 15 days and John met the changing criterion on 12 of the days. The criterion rose from four to seven completed tasks (Fig. 5).

Baseline$_2$: On the 26th day of this study, John was told that the teacher wanted to stay in the classroom with the other children in the afternoon, so he could have no cafeteria duty. He was instructed to continue working at the level of his last criterion. Baseline continued for five days, with completed tasks ranging from two to four.

Tokens$_2$: On the 31st day, reinforcement was reinstated under the same conditions as previously described. Because John's study completion had decreased significantly during Baseline, the criterion design was reinstated at five tasks. The number of tasks completed rose to six and maintained at that level (Fig. 5).

A post check taken on the 40th day showed John continuing to complete six of the tasks.

Discussion

This study made use of two scientific verification procedures, changing criterion and reversal. The desired behavior increased stepwise with the changing criterion, then dropped when no longer reinforced, even though the teacher continued to specify the criterion.

In the classroom where children are working on different academic levels, the need for independent study behavior is essential. Because a teacher is unable to continuously reinforce each child, the children must be motivated to complete work on their own. With the use of token reinforcers and appropriate rewards, development of independent work habits can be accomplished.

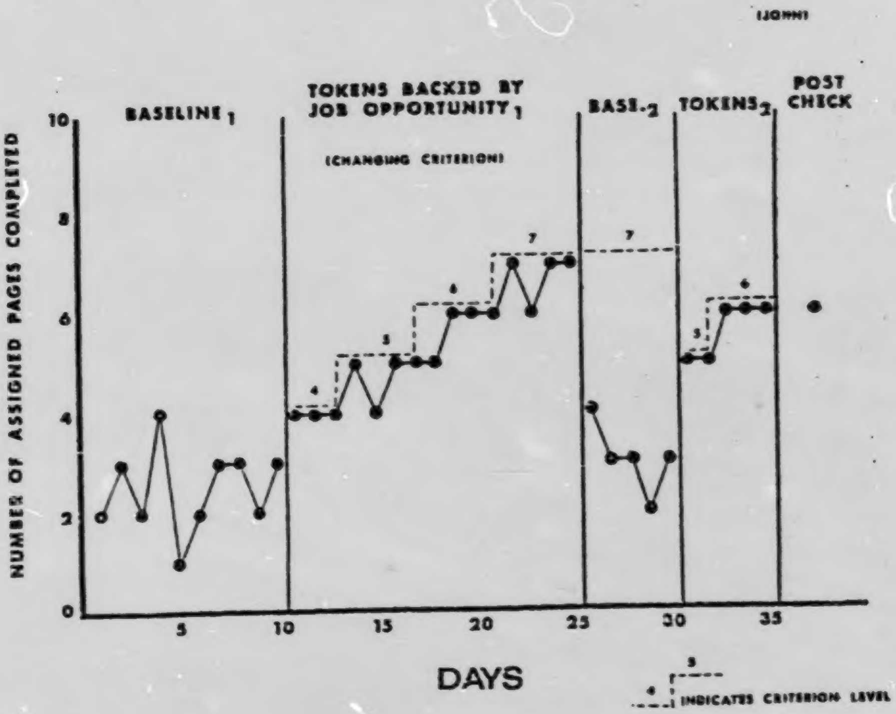

Fig. 5. The Effects of Token Reinforcement on the Rate of Completion of Tasks by an Orthopedically Handicapped Ten-Year-Old Male.

Study 4 - Michael

Behavior Measured

Michael was a six-year-old first grade boy in an inner-city school in Kansas City, Kansas with average capabilities. He and his other brothers and sisters had a high tardy absenteeism rate. Tardy was defined as coming in after the tardy bell rang, and the door to the classroom was closed.

Baseline $_1$

The teacher used an ABAB design (Fig. 6). His mean rate of tardiness in Baseline$_1$ was 40%. On the cumulative graph, Michael was tardy seven times in ten days. Michael's overall appearance was unkept and because of the large number in his family, many, if not all of his clothes, were shared.

Experimental Phase$_1$

Michael was told that for every three days he could come to school without being tardy, he would receive a shirt. These items were secured from the lost and found box at the school and were in very good condition. Michael, agreed, and in Experimental Phase$_1$ was not tardy at all.

Baseline$_2$

Baseline$_2$ was a reversal procedure which showed a 75% tardy rate, three tardies in four days.

Experimental Phase$_2$

When the reward system was implemented again in Experimental Phase$_2$, Michael wasn't tardy at all.

Discussion

Tardiness is a common problem in all of the grades, and this study showed how a meaningful reinforcer (in this case clothing) could effectively reduce tardy behavior for a first grade male. A reversal procedure was used for scientific verification. The Baseline behavior was ascending until the experimental condition (clothing on the third day with no tardies) was implemented. During Experimental Phase$_1$ no tardies occurred. When a reversal procedure was started, Michael was tardy three out of four times. Again the tardy behavior stopped when reinforcement procedures were reinstated.

Further data regarding the effects of contingency management on tardiness and attendance rates for an entire class can be found in a study conducted by B.J. Terry (1974) on "The Effects of Peer Influence and Principal and Parental Involvement on Increasing School Attendance."

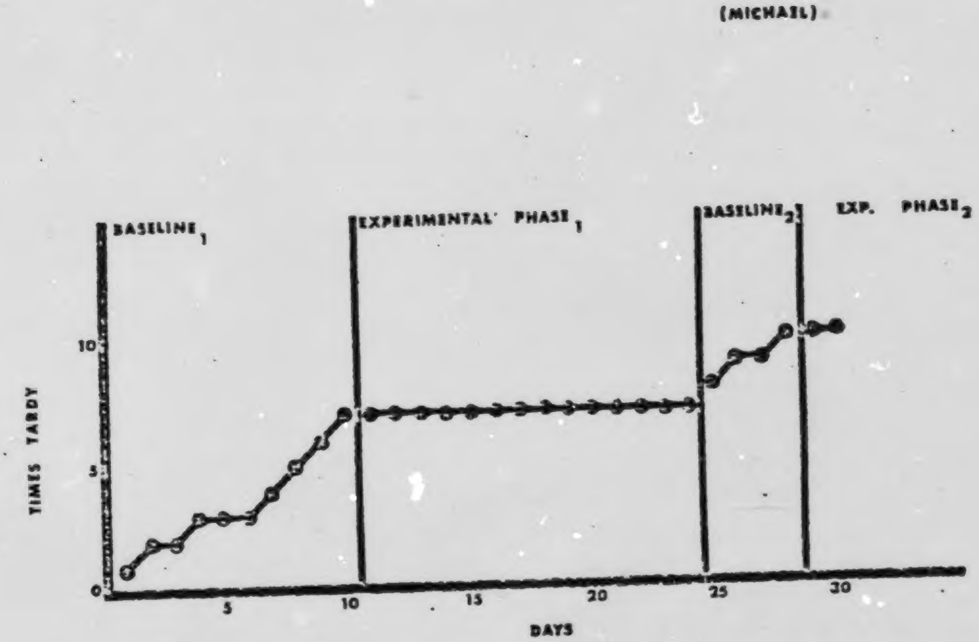

Fig. 6 . Cumulative Graph of Tardy Behavior For a First Grade Male

Study 5 - Ted and Allen

Behavior Measured

Ted and Allen were two first grade boys who did not know their inital consonant sounds and were not able to recognize the alphabet. The teacher was interested in seeing if there was a correlation between recognition of the alphabet and knowing the initial consonants. The teacher developed an informal test battery consisting of six sub-tests(Appendix A).

Baseline

Baseline was taken on Ted (Fig. 7) for fifteen days and for six days with Allen (Fig. 7) on the rate of recognition of the alphabet and inital consonants. The baseline mean for Ted and Allen was 5.5 and 0 respectively, for recognition of the alphabet.

Caring for white mice was contingent on improving the previous day's score of recognition. A testing method was used involving six tests with ten letters and three phonetic sounds to identify. The ten letters consisted of five capital letters and their corresponding lower case letters. The phonetic sounds related to three of the letter sounds. Each day one of the tests was given. Therefore, test one was administered on day one, seven, thirteen, etc. Test two was administered on day two, eight, fourteen, etc. The teacher pointed to each letter and noted whether or not the child knew it by his verbal response. The correct number of responses were recorded in front of the child. This seemed to serve as a reinforcer for the child the next time he took the test and made a better score.

Experimental Phase

Caring for white mice was contingent on improving the previous day's score of recognition. Utilizing the testing method explained in Baseline Phase, Ted increased his recognition of the alphabet from a Baseline mean of 5.5 to an Experimental Phase mean of 8.4. Allen increased his recognition of the alphabet from a Baseline mean of 0 to an Experimental Phase mean of 3.5. Reliability checks were 83% for Ted and 86% for Allen. Experimental Phase$_2$ and Experimental Phase$_3$ for Allen involved special activities for reinforcement that were decided upon by Allen. The mean rate of recognition dropped during Experimental Phase$_2$ to 1.2, a 1.8 decrease in the rate of recognition. However, with the new contingencies in Experimental Phase$_3$ Allen raised his rate of recognition to 4.1, a 1.1 increase over Experimental Phase$_1$ and a 2.9 increase over Experimental Phase$_1$ and a 2.9 increase over Experimental Phase$_3$.

Discussion

This study is an example of a multiple baseline design that attempted to measure the correlation between mastery of the recognition of letters of the alphabet and their related phonetic sounds. It was shown that for some students, like Ted, there was a significant correlation between recognition of the alphabet and knowing the initial consonants. However, for students like Allen, there was no significant relationship. This study strengthened the DART's position on individualization in teaching and showed the teacher the value of incorporating a variety of techniques in her lesson presentations to provide for the needs of all children.

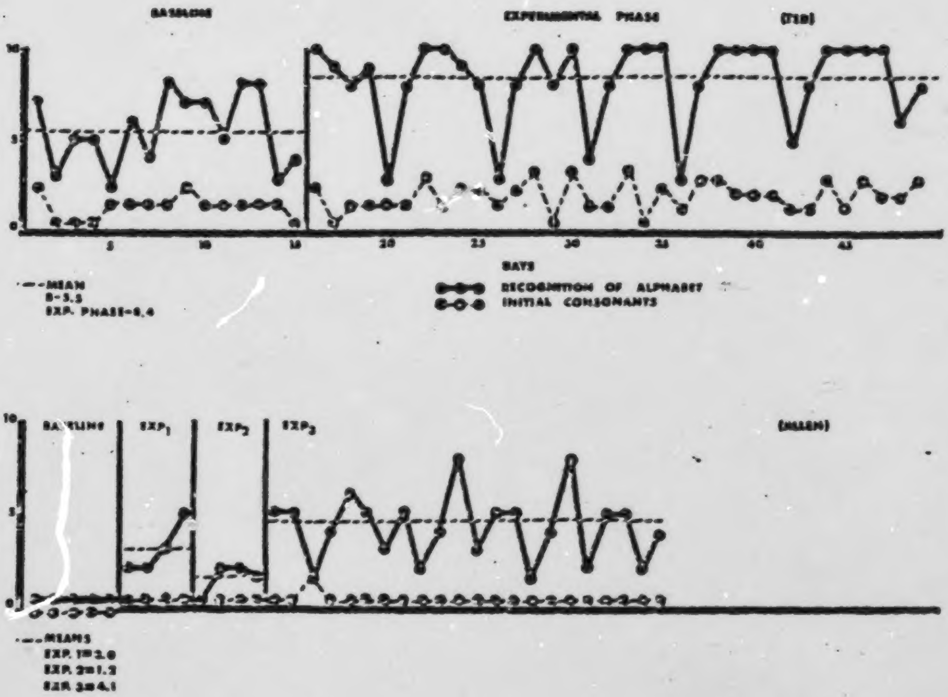

Fig. 7. Effects of the Mastery of the recognition of letters of the Alphabet and related phonetic sounds for two first grade boys.

SUMMARY - SECTION ONE

The previous studies were examples of studies carried out in the classroom that demonstrated suitable treatment approaches to inappropriate behaviors in applied settings. They were included to show that with a powerful enough reinforcer (i.e. grades and graduate credit for Special Education 777), a study could be designed and implemented by a classroom teacher enrolled in a contingency management course.

SECTION TWO

Introduction

Studies in section two are those supervised by DARTs in their day to day experiences with naive teachers and students. Most of the studies carried out in this section did not meet the rigorous scientific design specifications required for published research.

Nevertheless, these studies did show that a consulting teacher can impart both the technology and the appropriate techniques needed to modify inappropriate behaviors of students in the classroom. In so doing, maximum use of personnel is being realized in the school system. Teachers are being trained in a very functional way to deal with the mild to moderately handicapped child in the regular classroom environment and not to rely chiefly on "specialists" as a cureall to classroom problems.

CASE STUDIES SECTION II

Study 6 - Gary

Behavior Measured

Gary was an average third grader in a Kansas City, Kansas school. He was referred to the DART program because he failed to complete assignments. The DART assigned to work with Gary found he had no academic deficits when the informal Reading and Arithmetic tests were administered. A management program utilizing the DART visits was set up with the classroom teacher.

Baseline

During Baseline, a record was kept of the number of assignments Gary completed (Fig. 8), which was 0%.

Experimental Phase I

In Experimental Phase 1, the DART saw Gary on a daily basis. On days when Gary's morning work had not been completed, he was compelled to work during the tutorial session and no other activity was allowed. On the days when the morning work had been completed, reinforcement was provided in the form of the Bowmar Reading Incentive Program (1971), Spelling Learning Games Kit A (1969), and other commercial games relating to drill on specific skills. Scores recorded during the first five days of Experimental Phase 1 were the same as Baseline, but the last four days of Experimental Phase 1 showed all of each morning's work had been turned in (Fig. 8), which resulted in a mean of 44% for the Phase.

Experimental Phase 2

In Experimental Phase 2, the DART began phasing herself out gradually by reducing the number of visits to two or three a week. The new requirement was that the whole day's work was to be completed in order to earn the opportunity to participate in the learning games and aides provided by the DART, or place a call to the DART at the Curriculum Center. Again, during the first days of the new phase (Fig. 8) there was no change, but change did occur during the last two days of Experimental Phase 2. Rate of completion of the entire day's work was 50% for Experimental Phase 2. Presently, weekly post checks show work for the entire day is still being handed in at a rate of 100%, and the praise of the regular classroom teacher has taken the place of DART visits and special learning activities. Gary began the program with a 0% rate of completion and after DART intervention, raised the level of completed work to 44% in Experimental Phase 1, 50% in Experimental Phase 2, and 100% during Post Checks.

Discussion

This study demonstrated that a teacher can successfully use learning games as a reinforcement for completed assignments. The DART modeled specific ways of reinforcing appropriate behavior with learning games and showed the teacher how to program individually, through task analysis, for a child. Eventually, the teacher began to incorporate these ideas into her classroom and interchange learning games with social reinforcers. The results of this study demonstrated to the teacher how materials (i.e. learning games) readily available in most classrooms can be successfully used as reinforcers for assigned tasks, and it also showed the importance social reinforcers play in a classroom.

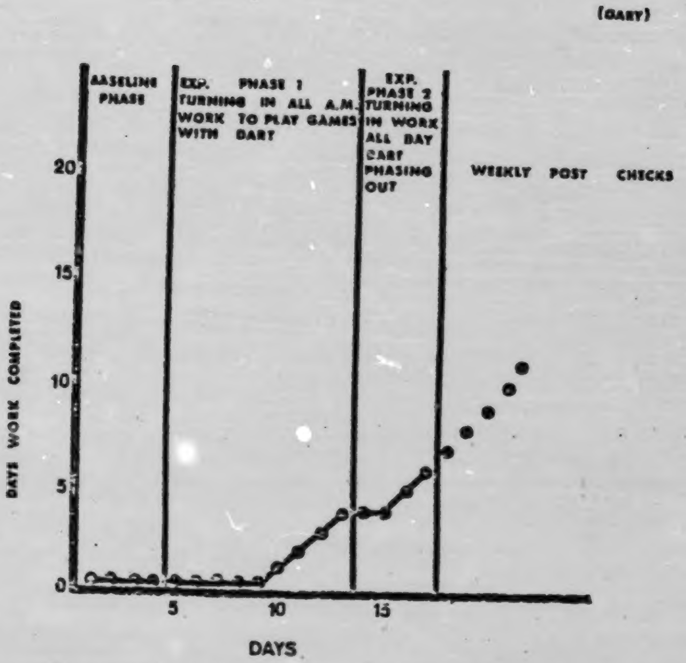

Fig. 8. Cumulative Graph of Task Completion For a Third Grade Male Using Learning Games as Reinforcement.

Study 7 - Rose

Behavior Measured

Rose was a six year old first grade student with extremely inappropriate social behaviors. In class, at an inner-city school, Rose would do practically anything to get the teacher's attention. Her teacher, however, was concerned most with her out-of-seat behavior because everything happened as a result of Rose being out of her seat.

Baseline Phase

Rose's teacher kept a peg board at her desk during Baseline Phase. Whenever Rose was out of her seat during the reading period, a peg was removed. In six days, Rose was out of her seat without permission on an average of 10.2 times during the morning reading period (Fig. 9).

Experimental Phase$_1$

In Experimental Phase$_1$, Rose was given the filled pegboard and told she could lose one row (ten pegs), but if she did not lose any pegs she earned a certain privilege--cleaning erasers, leading line to lunch, etc. This phase lasted 13 days and Rose received a reward 11 out of the 13 days, an average of 6.1 times out of seat during Experimental Phase$_1$.

Experimental Phase$_2$

The next phase, Experimental Phase$_2$, Rose was allowed to lose only five pegs. Out of 18 days, Rose received rewards on 16 of the 18 days, an average of 2.8 times out of seat without permission. Post checks showed Rose still under five pegs, although the pegboard had been removed from her desk. When pegs were removed, no comment was made but when Rose was in her seat positive comments were also part of her reinforcement package.

Discussion

This study demonstrated how a modified token system (tokens in the form of pegs) could be used as a cure for appropriate behavior in the classroom with a first grade female. As soon as inappropriate behaviors were exhibited, Rose immediately lost a peg, which was her cue to her that these behaviors were inappropriate. Instances where Rose kept her pegs served as a cue to her that these behaviors were appropriate. Social reinforcers were eventually substituted for the pegs.

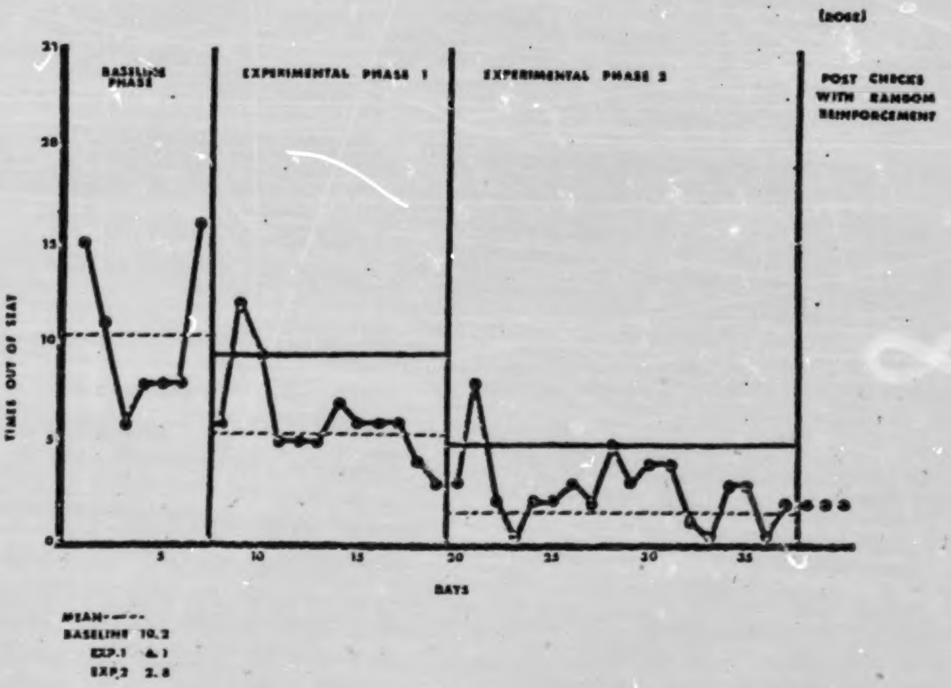

Fig. 9. Out of seat behavior of a First grade female using A Changing Criterion Design and Special Privileges as Reinforcement.

Study 8 - Fred

Behavior Measured

Fred was a first grader in a suburban Kansas City, Kansas school who was referred to the DART Program because of poor academic achievement. When Fred was taken out of the classroom to work with the DART, or the child tutor trained by the DART, his behavior upon returning to class was highly disruptive. Highly disruptive behavior was termed by the teacher as coming into class slamming the door, going to his seat throwing books and/or papers, and using a very loud voice--all occurring within five minutes of re-entering the room.

Baseline Phase

Baseline consisted of a four day record of the behavior with the teacher reacting in her usual manner (Fig. 10). The percent of times Fred returned quietly to his classroom was 0%.

Experimental Phase$_1$

During Experimental Phase$_1$ Fred was given a ticket which was to be submitted to the teacher when he returned to the room, if he entered quietly, his ticket was punched. The punched ticket was paired with a report to the DART or child tutor the next day, who in turn, dispensed hugs and praise. Under these conditions Fred returned quietly to class on 20 of the 25 days, or 80% of the time.

Post Checks

A Reversal design was not desirable for obvious reasons. Weekly post checks showed Fred was still entering the room quietly.

Discussion

This study is included because the target behavior is a common complaint among teachers that have children leaving the classroom for tutoring. Upon returning to the class, the child is so "stimulated" after having received all of the DART's attention that it is difficult for him to readjust to the classroom routine or to the classroom competition for teacher attention. Fred's behavior was atypical. Most children are able to make a satisfactory transition, but Fred was not. However, a very simple reinforcement procedure was implemented and the conditions for reward were specifically stated by the teacher so that the child knew exactly what was expected of him when he returned to the classroom. The reinforcement procedure was in the form of a ticket to be punched upon re-entering the classroom. This served as a cue the next day for the DART or child tutor to praise Fred for his appropriate behavior. The reinforcer in this case does not seem to be a very likely one, but serves to point out the fact that most anything can be a reinforcer. Fred's atypical behavior was eventually extinguished and the teacher was made more aware of the importance of her attention to all the children.

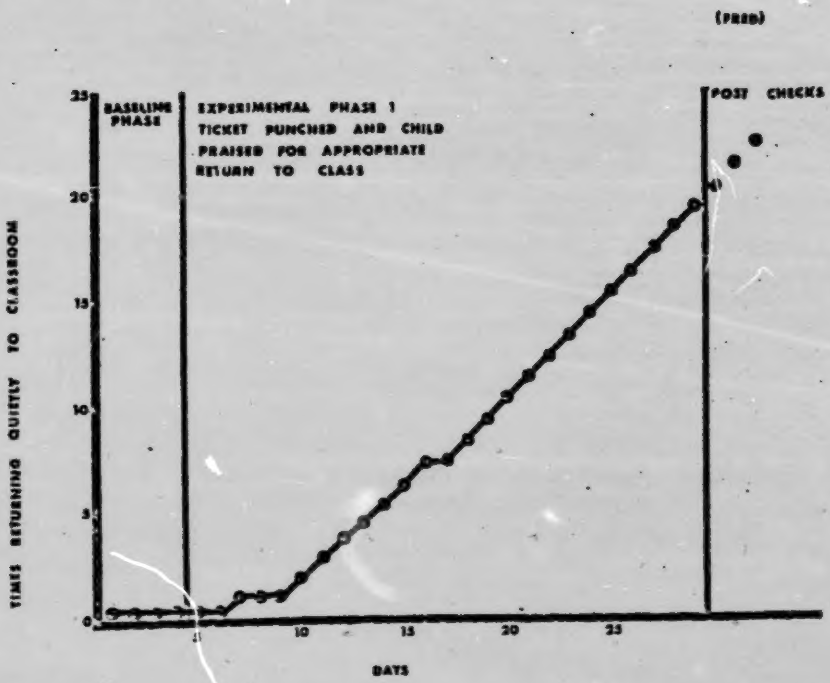

Fig.10. Cumulative Graph of The Disruptive Behavior Of a First Grade Male Upon Returning from DART Sessions

Study 9 - Bob, Darryl, and Mark

Behavior Measured

Bob, Darryl, and Mark were three fourth grade boys in a suburban Kansas City, Kansas elementary school. All three were in the same class. Darryl was referred because of severe behavioral problems in the classroom which included fighting, incomplete work, disruptive behavior on the playground, failure to follow directions, and jumping out of windows. Mark and Bob were referred because of poor academic achievement. All three boys were referred to the Psychologists by their third grade teachers. They were now in the same fourth grade class. The present teacher's primary concern was appropriate social behavior in the classroom. Because it was the beginning of the year, all three students' academic achievement was about equal. Baseline was not taken because the teacher wanted to implement a program immediately.

Phase 1

In Phase 1, the boys were given 15 colored slips of paper at the beginning of the day. They were told they could keep the slips of paper for following directions, handing in assigned work, and for not fighting. If all 15 slips were kept, the DART visited the boys during the last 30 minutes of the day and brought learning games such as Orbiting the Earth Addition and Multiplication (1970), Spelling Learning Games Kit (1969), or the Bowmar Reading Incentive Program (1971). If the student did not keep all 15 of the slips he was allowed to visit with the DART, but not allowed to participate in any of the activities. In Phase 1, Bob kept 15 slips 63% of the time, Mark kept 15 slips 52% of the time, and Darryl kept 15 slips 68% of the time (Fig.11A,B, and C). After the first six days, Bob responded at a high rate. The phase was ascending as long as the experimental conditions were carried out. The average number of points obtained per day for Bob was 14.1 out of a possible 15 points for Experimental Phase 1. Darryl's point average for the Phase was 13.6, and showed an ascending trend. Mark's average for the phase, 12.9, was less than Bob and Darryl. However, Mark was able to consistently maintain 15 points for a longer period than either Bob or Darryl.

Phase 2

Bob was transferred to another class as Phase 2 began. Phase 2 raised the points that could be earned to 30 and changed the reinforcer to a surprise from a grab bag kept in the principal's office. The boys did not have slips, but the teacher kept track of points throughout the day. Darryl kept 30 points 70% of the time with a 22.6 point average for the Phase. Mark kept 30 points 50% of the time with a 15.3 point average during Phase 2. Phase 2 was discontinued by the teacher with the statement "It doesn't work!"

Discussion

This study is obviously not an example of a success story. Its inclusion is to show that (1) not all teachers are as cooperative as they could be, (2) data showing improvement is not enough for some teachers to continue a procedure, (3) a system with exact specifications of behavior yeilds a more consistent record of behaviors than does a system that is arbitrary or inconsistent in its delineation of expected behaviors, and (4) this study is more likely to be replicated if some of its shortcomings are indicated.

In this study, this teacher was cooperative to the extent that she was willing to implement a modified token system with the slips of paper (Phase 1).

Phase 1

The DART asked the teacher to decide upon three behaviors that were of utmost importance at this particular time. The boys were told exactly what was necessary to maintain the slips of paper.

Phase 2

The teacher stated that she felt slips of paper were very childish for fourth grade students and a point system of her own design would be more appropriate. Here the students were told they needed 30 points for a reward, but exact specifications for points or loss of points was not given. In this Phase, the trend was either all points or no points earned for a given day. The criteria for giving and taking away points varied from day to day. Because the teacher was not exposed previously to contingency management techniques and was not open to practical presentations of these techniques by the DART, success was at a minimum.

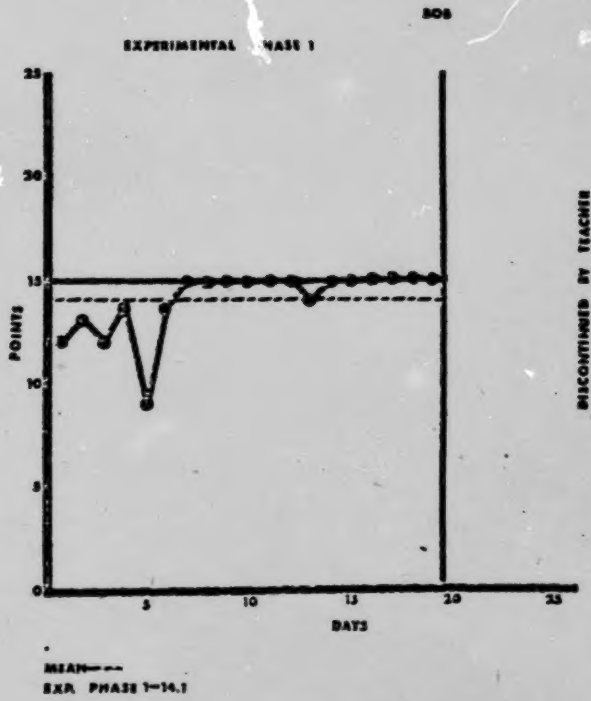

Fig. 11A. A Randomly Reinforced Point System For Three Fourth Grade Boys.

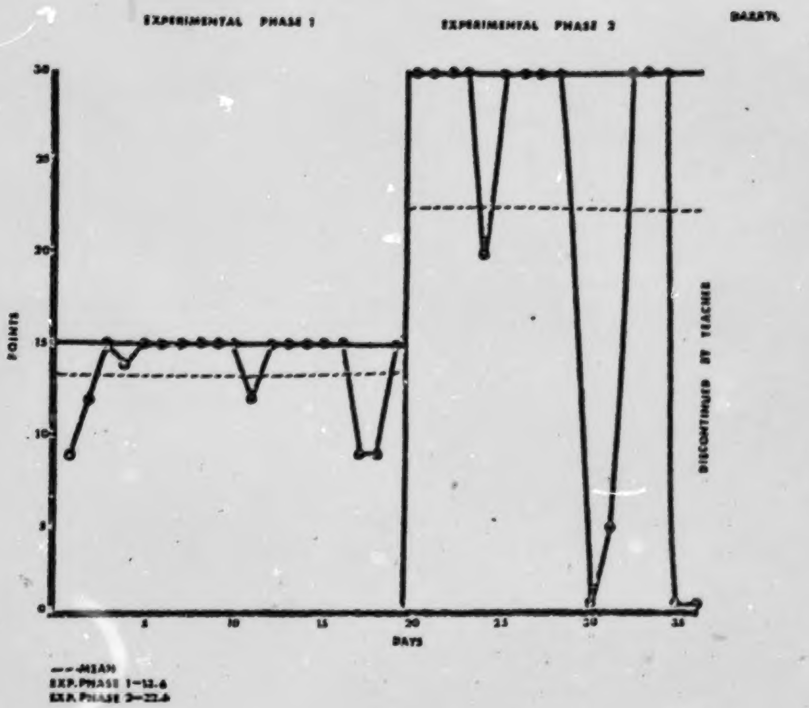

Fig. 11B. A Randomly Reinforced Point System For Three Fourth Grade Boys.

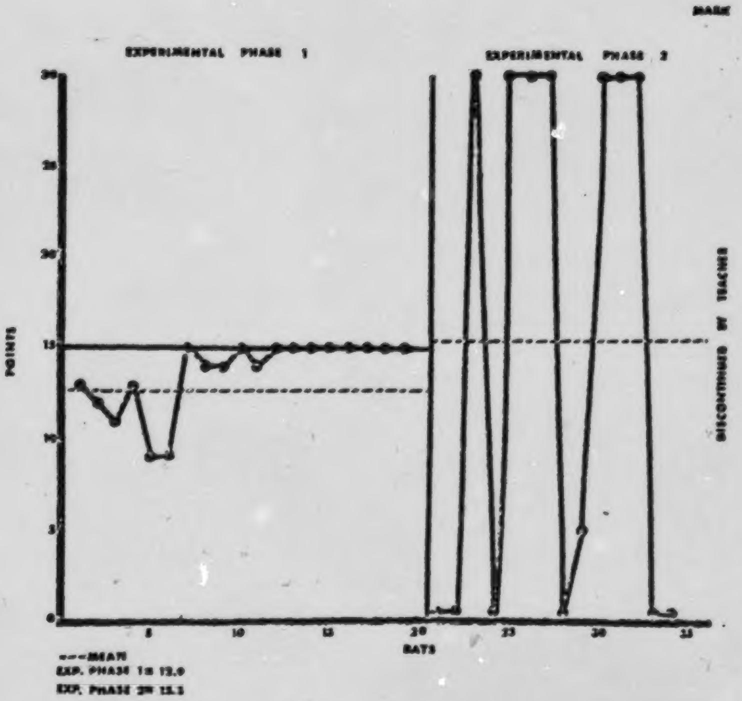

Fig. 11C. A Randomly Reinforced Point System For Three Fourth Grade Boys.

Study 10 - Kenny

Behavior Measured

Kenny was a seven year-old second grader referred to the DART Program because of severe academic deficits.

Pre and Post Testing

After the Diagnostic Reading Inventory was given, the DART programmed a learning packet for the child based on a phonetic approach. Materials used were SVE Initial Consonant Module (1972), Landon Phonics Program (1967), Henderson's Modification of Reading Behavior Program (1971), and the Let's Read series by Bloomfield and Barnhart (1963). The initial screening by the DART was completed on September 6, 1973. Each deficit was listed on a planning sheet (Appendix A). A behavioral objective was written in terms of a terminal goal, and materials that would be necessary to help the child reach the terminal goal were listed (Appendix A). This material was then programmed into step by step components called a Learning Activity Package (LAP) for the child. The LAPs were done in addition to, or in place of the regular classroom work depending on how the child was functioning in the regular classroom. The DART set up a schedule of visits to the school to work with the child individually, train an older child as a tutor, or monitor the teacher's progress in implementing the LAP with the child.

Each LAP contained a direction page (Appendix A). The directions for Kenny were written with a combination of words and picture cues familiar to him. When the activity was completed, the number of correct responses was recorded. If any procedure was to be timed, the last column (Appendix A) was provided to record it. Of the ten sub-tests given initially, Kenny showed a deficit in eight subtests. After the programmed learning packets were used, Kenny was retested on January 22, 1974 and showed an overall average increase of 89.1% in the subtests as opposed to an overall Pre-test average of 43.2%, a 45% Pre to Post-test increase (See Fig. 12 for Pre and Post-Test Scores).

Discussion

This study demonstrated that it is possible to raise the achievement level of a second grade child through task analysis. Criterion-referenced tests were given which pinpointed grade level deficits. These deficits were in turn programmed into a sequential step by step process specifically for the child. This study strengthened the DART's position on providing for the needs of the individual by pointing out how difficult it was for Kenny to fit into the regular school program. In order for Kenny to have any success, a learning program would have to be set up especially for him. In this instance, the DART prepared the initial Learning Activity Packets and trained the teacher to make her own. Although materials not found in the regular classroom were used, the DART emphasized materials that were available in the classroom. The results of the task-analysis and programmed materials was an 89.1% overall average increase from Pre-test to Post-test for Kenny and the ability to prepare a sequential learning program on the part of the teacher.

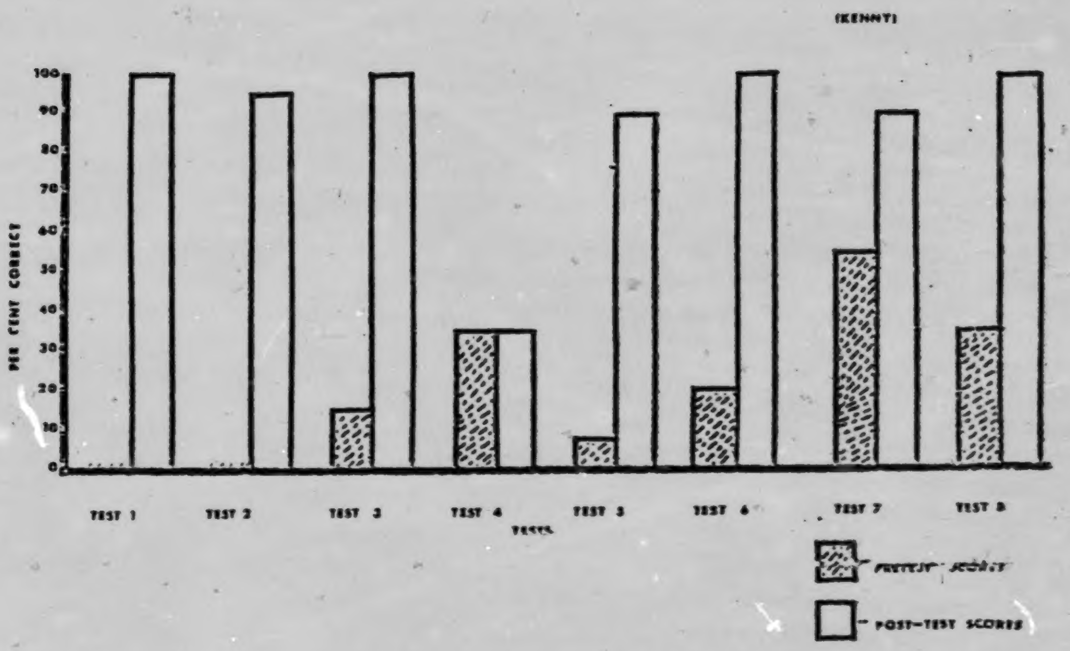

Fig. 12. Pre and Post Test Scores for a Second Grade Male After Exposure to the DART Program

Key:

Test 1 - Initial Consonant Sounds Auditory Modality 0% - 100%
Test 2 - Initial Consonant Sounds 0% - 98%
Test 3 - Initial Consonant Sounds (Pictures) 13% - 100%
Test 4 - Auditory Blending of Words 33% - 33%
Test 5 - Dolch Basic Sight Vocabulary 8% - 85%
Test 6 - Naming ABC's as Printed 18% - 100%
Test 7 - Printing ABC's From Memory 55% - 85%
Test 8 - Naming ABC's from Memory 34% - 100%

Study 11 - Jay

Behavior Measured

Jay was a seven year-old second grader in a suburban school in Kansas City, Kansas. He was of average ability and intelligence, but did not exhibit appropriate on-task behaviors in the classroom. Formal psychological testing revealed that Jay was capable of doing second grade work. The teacher's main concern was Jay's misbehavior in the classroom. The definition of misbehavior was any off-task behavior such as talking, daydreaming, picking at neighbors, not completing work, tattling and so on.

Baseline Phase$_1$

In Baseline, a two day record was kept of Jay's behavior, a mean of eight misbehaviors was recorded for the two days.

Experimental Phase$_1$

To encourage Jay to do better in Experimental Phase$_1$, a pegboard with 10 pegs was placed on the teachers desk in a position that Jay was able to see from his desk. It was explained to him that he would lose a peg for each misbehavior. However, if he was able to keep any of the pegs, he would be able to do a special favor for his teacher. These favors were various odd jobs in the classroom such as dusting erasers, emptying trash, stacking chairs, delivering messages, etc. In this Phase, Jay had a mean of five which was a mean of three less behaviors than the Baseline mean.

Experimental Phase $_2$

In Experimental Phase $_2$, the teacher told Jay he could lose only five pegs and still be able to do the special job. In Experimental Phase$_2$, Jay's mean was 2.5, 2.5 off-task behaviors lower than Experimental Phase$_1$

Experimental Phase$_3$

In Experimental Phase$_3$, the teacher decided to use ten pegs again, only this time they were color coded. Red pegs were pegs lost for misbehaviors and green pegs were lost for incomplete or sloppy work. The reinforcer was also changed from special jobs to a happy face stamped on the hand if all pegs were not lost. In conjunction with this, the parent was kept informed through the use of a happygram or a periodic phone call.

If all of the red pegs were lost as on day 34 (Fig. 11), then one happy face stamp was received for the day's good work--providing all of the pegs for work were not lost. If one to five pegs were kept as on day 32 (Fig. 13), two happy face stamps were taken home--one for behavior, and one for completed assignments. The mean of pegs lost in Experimental Phase$_3$ for good work was .35 while the mean of pegs lost for misbehavior was 2.6, about the same as for Experimental Phase$_2$.

Discussion

This study, like study seven, showed that a modified token system and a shaping procedure can be successfully used as a cue for appropriate behaviors. For this second grader, loss of pegs indicated inappropriate behavior had occurred. The number of pegs necessary for a special job or happy face stamp was gradually shaped from losing ten pegs in the Baseline Phase to an average loss of 2.6 pegs in Experimental Phase 3.

Once the teacher began to understand the principles in contingency management, she made her own modifications of the program in Experimental Phase 3. This program required a minimum of supervision because of the receptiveness on the part of the teacher. Techniques from this program generalized to other children in the room and contingency management techniques were in evidence for the whole classroom. This further showed how imparting contingency management skills to the teacher can generalize to the entire class which provides for maximum use of school personnel.

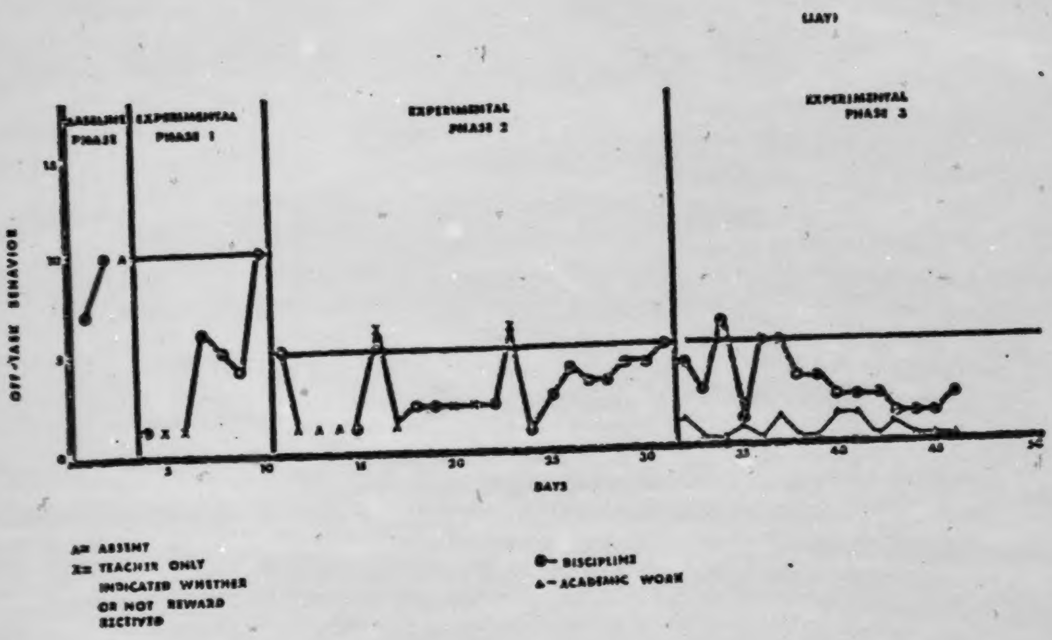

Fig. 13. Appropriate On Task Behavior For Academic and Social Behaviors of a Second Grade Male Using a Changing Criterion Design.

Study 12 - Carl

Behavior Measured

Carl was a third grader in a suburban Kansas City, Kansas school referred to the DART Program because of failure to finish assigned tasks.

Baseline

According to classroom teacher's grades there were no assignments completed, thus for each subject area (reading, spelling, language, writing, social studies and health) a zero rate of completion and per cent correct was recorded (Fig. 14 - A - B - C - D).

Experimental Phase

The classroom teacher and DART decided upon a contracting system to use with the student. In this system, the student was given a Daily Report Card (Appendix A) and a graph. A contract was made for him that said he agreed to finish his work on time with 90% correct (Appendix A). This was signed by the student. Completed work on time would earn him certain free time activities. When work was assigned, the teacher placed a timer on Carl's desk with enough time for that particular activity. The timer was usually set for 20 minutes, but if this was not realistic for the assignment, it was set for more or less time. The teacher was to use her own discretion. At the end of the time period the teacher recorded Carl's percent of accuracy and whether or not Carl finished in the allotted time period. This information was in turn recorded on Carl's graph, so that at all times he was aware of his progress in each subject area. Carl's contract stipulated a 90% accuracy on completed work. This contract stipulation was met in math, reading, spelling, language, writing, social studies and health with a 68%, 47%, 82%, 84%, 86%, 90% and 85% level of accuracy respectively (Table 1).

Insert Table 1 about here

Discussion

This study used a contracting system and a timer as cues for completion of work with a third grade male. The timer served as a cue for Carl to start his work and put a definite time limit on the child so that he would not waste time. As a result of the contracting system, Carl fulfilled his contract in math, reading, spelling, language, writing, social studies and health with a 68%, 47%, 82%, 84%, 86%, 90%, and 85% respective increase. All areas were initially zero. A more effective procedure for this study would have been a multiple baseline design rather than an AB design. A multiple baseline design would require no reversal procedure and show systematically for each subject area that the contracting system was effective in bringing about a change in the rate of work completed in each subject area. However, this was not done because the teacher's main concern was not that of appropriate scientific design but that of an instructor concerned with progress of her students.

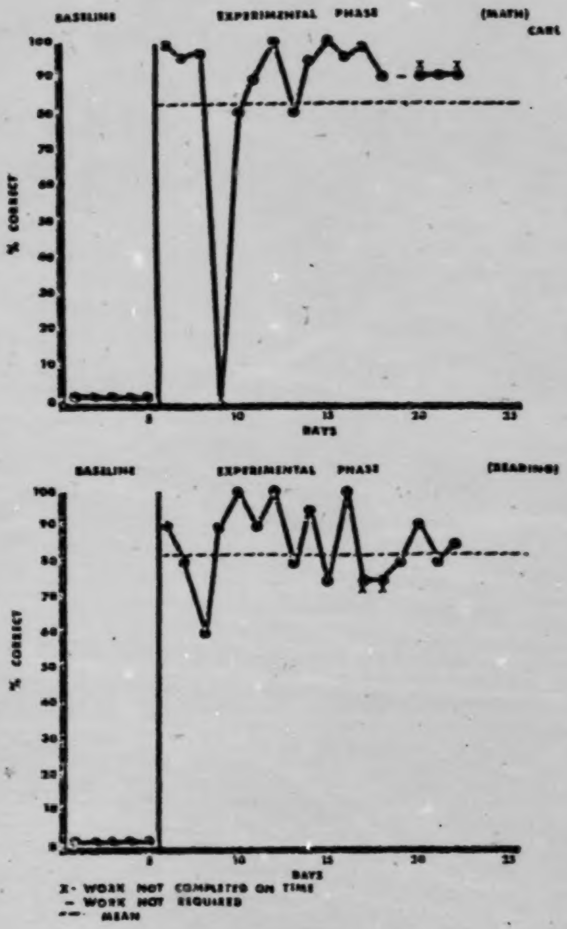

Fig. 14A. The Effects of Contracting and Timing of Assignments For a Third Grade Male.

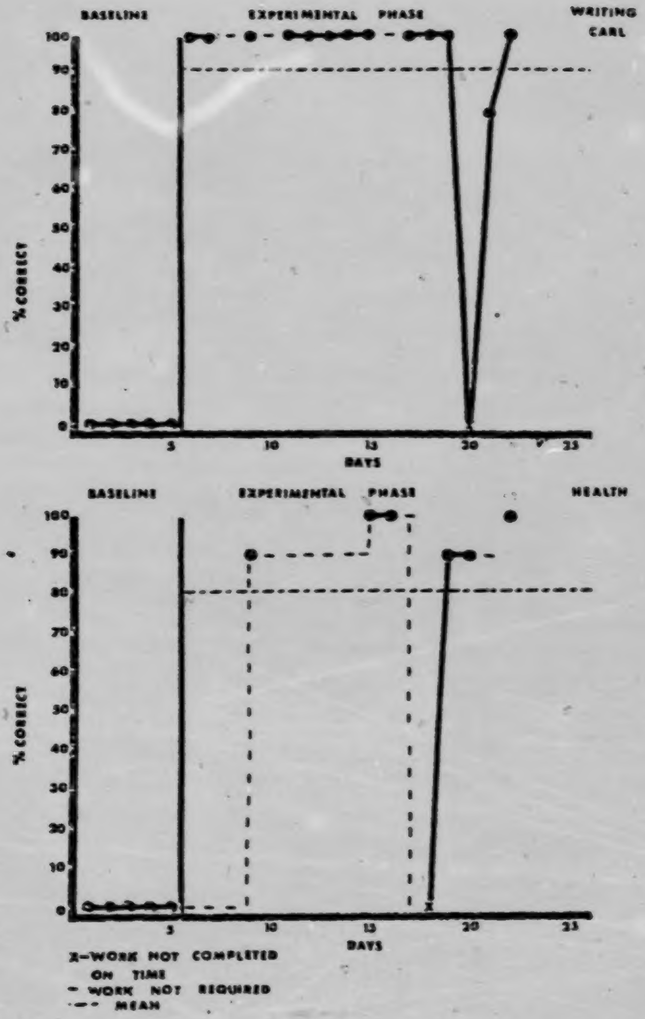

Fig. 14B The Effects of Contracting and Timing of Assignments For a Third Grade Male.

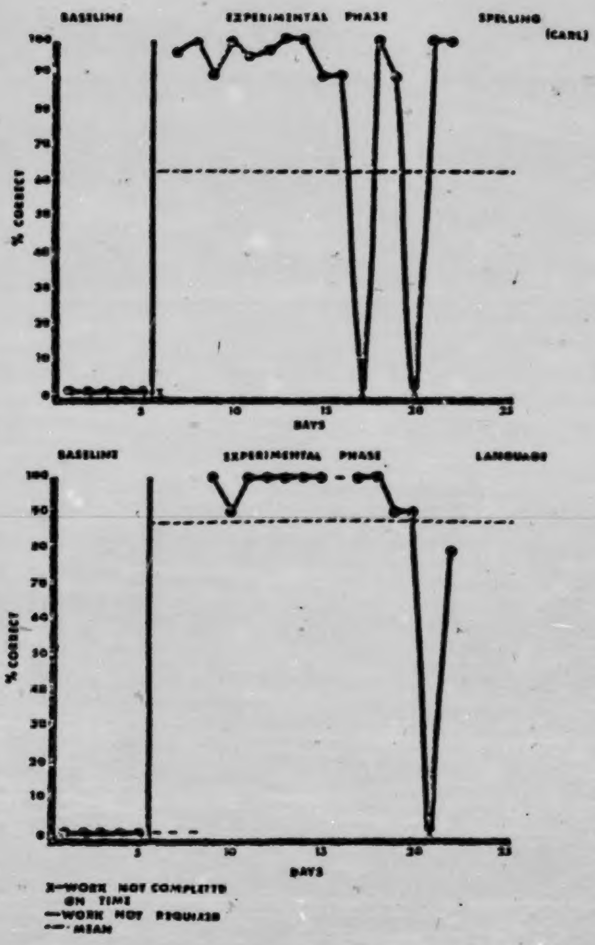

Fig. 14C. The Effects of Contracting and Timing of Assignments For a Third Grade Male.

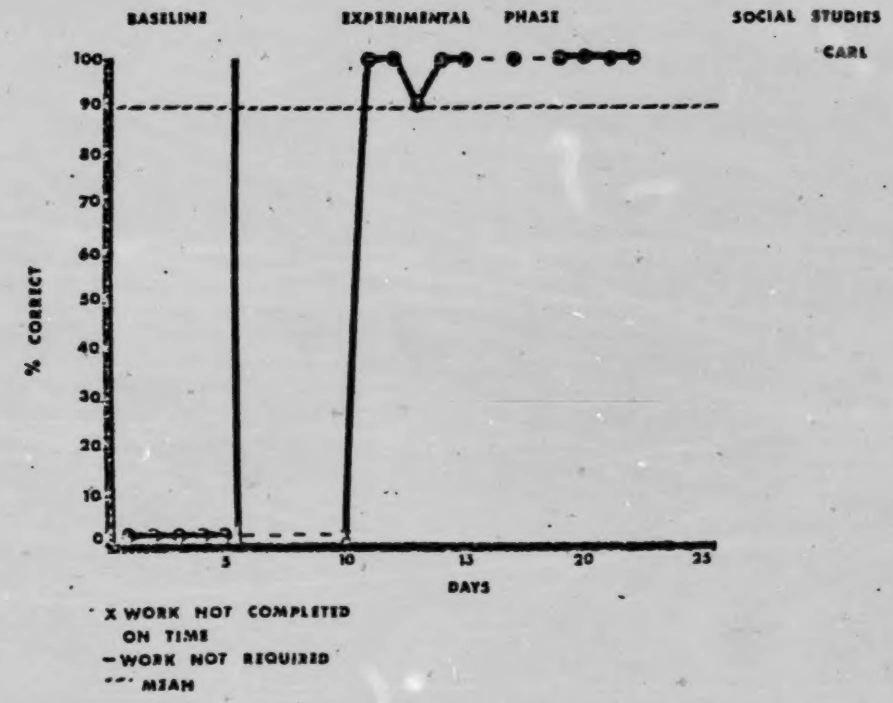

Fig. 14D. The Effects of Contracting and Timing of Assignments For a Third Grade Male.

PERCENT CORRECT PER SUBJECT AREA WHEN ASSIGNMENTS WERE TIMED

Table 1

Math	Reading	Spelling	Language	Writing	Soc. Stds.	Health
100%	90%	x%	-%	100%	-%	-%
99	80	98	-	100	-	-
99	50	100	-	-	-	-
x	90	90	100	100	-	90
80	100	100	90	-	x	-
90	90	97	100	100	100	-
100	100	99	100	100	100	-
80	80	100	100	100	90	-
95	95	100	100	100	100	-
100	75	90	100	100	100	100
95	100	90	-	-	-	100
98	75	x	100	100	100	-
90	75	100	100	100	-	x
-	80	90	90	100	100	90
x	90	x	90	x	100	90
90	80	100	x	80	100	-
x	85	100	80	100	100	100
MEAN 82.25	84.41	63.76	88.46	91.42	90.00	81.42
Percentage of Time contract fulfilled						
68%	47%	82%	84%	86%	90%	85%

X - work not completed

- - work not required

SUMMARY - SECTION TWO

While the studies in section two did not meet all of the rigorous requirements of those in section one, the strategies utilized were effective in modifying inappropriate behaviors. Positive results were obtained in both sections. The important factor in the studies in section two is that the teachers were receiving a practical on-the-job example of what contingency managment techniques could do for their current problems in the classroom. They were shown in a practical way how changes took time to occur, but that the results were lasting ones. When contingency management techniques were presented at a very minimum cost in time to the teachers and in a very practical format without talk of reliability. scientific verification, independent observers, reinforcers, extinction, fading and all of the other technical jargon, acceptance was all but instantaneous.

Showing teachers data from fellow instructors within the school system with similar problems gave the teachers new insight into their problems and encouraged them to use contingency management and task-analysis procedures. The teachers in section two did their own observing whereas in some studies used for publication, an independent observer records the data. This is a plus factor because teachers in section two, with no reinforcer such as a grade and/or graduate credit, were interested enough in their students to record data in addition to all of the other activities that normally are carried out in the classroom. Reliability was evaluated in the form of consumer-satisfaction, and the results observed in the children. The reliability of the teacher's data reflected the supervision and help provided by the DART.

Evaluation of DART Services

The DARTS developed an evaluation form (Fig. 11) at the end of the year that was given to building principals and teachers regarding the DART's performance. Areas covered on the Evaluation Form were (1) (1) attitude of DART, (2) DART help to teacher, (3) DART help to student and (4) effectiveness of materials. These areas were ranked from poor to very good carrying a numerical rating between one and five points. Provision was also made for a listing of (1) DART's strong points, (2) teacher or principal suggestions and (3) complaints. It was not necessary that the teacher or principal sign the Evaluation or in any way indicate the building from which it was sent.

Seventy-two forms were received, in which each DART tallied the numerical ratings of her Evaluations in the form of a grade point average. That is, all points for each area were added together and divided by the number of Evaluation Forms received and carried out to the nearest tenth. The same procedure was used in computing the overall average.

Insert Table 2 about here

TABLE 2

NUMERICAL RATINGS OBTAINED FROM DART EVALUATION FORM

		DART "A"	DART "B"	DART "C"	DART "D"
1.	Attitude of DART	4.8	4.6	4.7	4.9
2.	DART help to teacher	4.1	4.2	4.1	4.4
3.	DART help to student	4.1	4.2	4.4	4.0
4.	Effectiveness of Materials	4.2	4.2	4.1	4.0
	Overall Average	4.3	4.3	4.3	4.3
	Number of Forms Received	17	24	10	21

Dear Teacher or Principal;

This is the first year of the Diagnostic And Resource Teacher (DART) program. We are interested in achieving maximum effectiveness. We feel that your honest constructive evaluation would be helpful to us as we plan next year's approach to the learning programs in our schools.

Please fill in the following information and return it to

(DART NAME)
Park School Curriculum Center
24th and Grandview Boulevard
Kansas City, Kansas 66102

through the school mail. You do not need to identify yourself or school.

Thank you,

		Poor	Below Average	Average	Good	Very Good
1.	Attitude of Dart.	1	2	3	4	5
2.	DART help to teacher.	1	2	3	4	5
3.	DART help to student.	1	2	3	4	5
4.	Effectiveness of materials	1	2	3	4	5

5. Please list any strong points of the DART.
6. Please list any suggestions you may have.
7. We are also interested in your complaints, please feel free to list them too.

Fig. 13. Evaluation Form For Appraisal of DART Program.

DART D ranked highest in attitude (Table 2) and help provided to the teacher with a 4.9 and 4.4 rating respectively. DART C ranked highest in DART help to student with a 4.4, while DARTs A and B tied with a 4.2 in effectiveness of materials. No DART received an area rating lower than 4.0 and all received an overall average of 4.3 on a 5.0 scale.

Strong points listed were DART's ability to identify with the problem of the student and the teacher, good follow-up procedures, good individualization techniques, effective behavior modification suggestions and overall program efficiency. Teacher/Principal suggestions were follow-up programs with volunteer mothers, better time schedules, lists of resource materials available for teachers, more conferences, and more DARTs. Complaints were that there were not enough DARTs, poor communication at times due to conflicting schedules, and some saw the need for more of a tutorial service to children rather than a consulting service for the teacher.

In-Service Workshops

To further meet the needs of such a large school system with the limited number of DARTs, In-Service workshops emphasizing Behavior Modification Techniques were conducted. In these workshops, a behavior packet (Appendix A) was provided for each teacher attending. Because of the newness of the DART Program, the first item in the packet was a Job Description written by the DARTs outlining their qualifications and job responsibilities. In the presentation by the DART, emphasis was given to the referral process involved in securing a DART for a specific child. Other materials in the packet were ideally gathered through observation in various classrooms throughout the system, specific directions for implementing two types of token economies, an example of a behavior study previously carried out and directions for a project the teacher would be willing to implement in her classroom. The last portion of the workshop was devoted to small groups of three teachers and one DART to discuss specific procedures for the class project. In these small groups a definite child in the teacher's class was decided upon. The child was discussed in terms of his strengths and weaknesses and the expectations of the teacher. Specific suggestions were given, and many times the teacher was the initiator of the reinforcement idea. At the end of the workshop each teacher had something concrete she could implement with a specific behavior or academic problem upon returning to her classroom.

Thus, with the implementation of these various components, the Consulting Teacher has not only fulfilled a need for a handicapped student but in the process, involved in an operational way, the regular classroom teacher, students and parents via consultations and workshops. This, perhaps, is one of the most substantive portions of the program--involvement. For through involvement, the consulting teacher is able to share her skills and develop functional skills in students, parents and teachers in order to help remediate existing handicapping conditions. When successful, as has been demonstrated here, what better way to evaluate a program?

VII. Summary, Conclusions and Recommendations

Summary, Conclusions and Recommendations

The consulting Teacher program was an outgrowth of the Responsive Teaching Model which is a program developed over the past few years for training teachers and parents to more effectively increase appropriate social and academic behaviors of children. Over 2,000 teachers and parents have now been trained to utilize this technology and they have found it has helped them to understand students and has given them procedures for intelligently bringing about desirable changes in behavior which can be demonstrated empirically.

As a result of these successes and efforts to train teachers and other educators, we realized forthwith that we would never be able to train enough teachers to meet the needs of the students in the local school districts. We, therefore, solicited and received funding from the Bureau of the Educationally Handicapped to help us expedite the consulting program which has and continues to help fulfill the prescribed needs of handicapped students within the local school districts.

The purpose of this special project was to develop and evaluate a prototype program for training special education consultants who will be qualified to assist school personnel and parents in remediating academic and social behaviors of handicapped children in either "special" or "regular" class settings and in the home. The special project was expected to fulfill an expressed need in the school districts in and around Kansas City, Kansas for providing services to handicapped children by increasing the number of trained consulting specialists in the public schools who in turn would provide leadership and training to school personnel and parents (especially those in the inner-city) of handicapped learners. It was also expected that the model would be replicable and would be economically feasible to be adopted widely. Our Responsive Teaching Model which has been implemented in many schools (Wyandotte, Johnson and Shawnee Counties) has demonstrated that the classroom procedures developed to deal with academic and social behaviors are readily acceptable and useful to classroom teachers in dealing with handicapped learners. With this assumption as a basis for program implementation, we developed a skill, sequenced oriented program which was explained under four levels as delineated in Chapter IV, Training Program. To date, eleven masters trainees and four doctoral trainees have completed the program. Two other doctoral students are within one semester of completing their programs and seven masters trainees are within one or two semesters of completing their requirements. Within the last year, six new masters trainees have been accepted into the program.

Indeed, the program has been successful, in that we have not only trained a number of masters and doctoral students who are equipped to assess and remediate handicapping conditions of exceptional children, but through their efforts, we have trained, indirectly, hundreds of regular classroom teachers and helped academically as well as socially, thousands of handicapped students. Not only has this been supportive to the needs of the various individuals helped, but it has also stimulated local school districts to pursue further training of their teachers through our efforts. Also, now armed with the necessary skills for assessing and remediating deficit skills, teachers are now more prone to involve the parents and the students collectively in the remediation process. Something these same teachers were apprehensive about prior to their exposure to consulting teachers. For now, each goal and behavior is task oriented with specific step by step goals rather than "insignificant" and even global goals too macroscopic for reasonable success. Teachers, parents and students are much happier.

Recommendations, Program Changes

With the help of the Consulting Teacher in designing academic and behavioral management programs with school personnel, it is hoped that the gap between viable research and the needs of the classroom teacher can be more easily bridged. Research in education brings about needed changes, but how much more effective the change could be if it were first realized by the person who needs it. Hence, research and developmental procedures instituted by the classroom teacher will have an increasingly important place in educational developments in the future.

For the consulting teacher program to be relevant, change is inevitable, and to make the program of more value to the trainees in the masters level, state certification for the Consulting Teacher is paramount. Public relations skills need to be further emphasized at both the doctoral and masters level since tact and persuasiveness with adults as well as with children is necessary for successful interaction and mutual acceptance. If these concerns can be ameliorated and realistic components infused, this model is more functional for dealing effectively with the mild to moderately handicapped students found in the regular and special classrooms.

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APPENDIX A

Parts of this appendix were taken from
"A Description and Evaluation of a Program For Training Special Education
Consultants in Remediating Academic and
Social Behaviors of Handicapped Children"

By Cynthia Montgomery

APPENDIX A

I. Student Teacher Referral, Contact Forms

II. Student Diagnostic Prescription Forms

III. Student-Teacher Recording, Feedback Forms

IV. Classroom Management Suggestions Packets from In-Servicing

V. Consumer Satisfaction

APPENDIX - A

I. Student-Teacher Referral, Contact Forms

STUDENT REFERRAL FORM
KANSAS CITY, KANSAS PUBLIC SCHOOLS
SCHOOL PSYCHOLOGICAL SERVICES

Confidential

Please complete all parts of this form before returning it to the Director of Special Education.

- -

Student's Name________________________ **Date of Birth**__________ **Sex**________
School________________________ **Grade**____ **Teacher**________________
Father's Name________________________ **Occupation**________________
Mother's Name________________________ **Occupation**________________
Parents' Address________________________ **Telephone**________________

Reason for Referral:____
____
____

How long has the problem existed? ________________________________

Please check the following basic areas of concern that will further describe the reason for referral:

General Categories:
___Mental Retardation
___Gifted
___Emotionally Disturbed
___Other:____________

___Learning difficulties
___Visual-motor problems
___Physical handicap

___Impaired hearing
___Impaired vision
___Impaired speech

Reading Difficulties:
___Phonics
___Comprehension
___Word attack skills
___Reversals
___Other:____________

Arithmetic Difficulties:
___Story problems
___Mechanics
___Memory of facts
___Understanding of concepts

Other Difficulties:
___Handwriting
___Spelling
___Language skills
___Visual perception
___Listening
___Perceptual-motor
___Speaking

Behavioral Patterns:
___Short attention span
___Does not complete assignment
___Completes task too quickly
___Failure to follow directions

___Withdrawn
___Aggressive
___Fails to listen

___Cheating
___Fearful
___Out of seat behavior
___Talks out of turn

- -

Has student been evaluated by a psychologist, speech/hearing clinician or other persons?
Yes_____ **No**_____ **Explain**________________________________

Name of Achievement Test________________________ **Date Administered**__________
Norm G. E. ______ **Total G. E.** ______ **Reading G. E.** ______ **Math G. E.** ______

Name of I. Q. Test:________________________ **Date Administered** __________ **I. Q.** ___

Results of: Visual Screening________________ **Hearing Screening**________________

Any physical disorders? Yes____ **No**____ **Explain**________________________
____

Any known contributing family problems:________________________________
____

When (date) were the parents contacted and how do they feel about the referral? ________
____

Please indicate the period of day for each subject area in which pupil is having difficulty (e.g., math at 10:00 a.m., etc.)________________________________
____

Special Education USE ONLY
Date Rec'd:__________
Assigned to:__________

Teacher ________________
Principal ________________
Counselor ________________
Date ________________

WYANDOTTE COUNTY COMPREHENSIVE
SPECIAL EDUCATION COOPERATIVE

DAILY CONTACT FORM:

Student Name: ____

School: ______________________ Classroom Teacher: ______________

L.D. ____

Make a carbon copy of daily form to be given to classroom teacher after case session involving student.

Contact # Date: ______	Behavioral Objective Achieved		Conference			Obs.	Eval.	Tutor	Prog.	Follow up	Other
	Yes	No	Par.	Tchr.	Other						
	Comment on Daily Prescription:										

Contact # Date: ______	Behavioral Objective Achieved		Conference			Obs.	Eval.	Tutor	Prog.	Follow up	Other
	Yes	No	Par.	Tchr.	Other						
	Comment on Daily Prescription:										

Contact # Date: ______	Behavioral Objective Achieved		Conference			Obs.	Eval.	Tutor	Prog.	Follow up	Other
	Yes	No	Par.	Tchr.	Other						
	Comments on Daily Prescription:										

Contact # Date: ______	Behavioral Objective Achieved		Conference			Obs.	Eval.	Tutor	Prog.	Follow up	Other
	Yes	No	Par.	Tchr.	Other						
	Comments on Daily Prescription:										

Form SEC D.S. 1

DART SERVICES
SUMMARY SHEET

Identifying Information

Student's Name: ______________________ Age: _____ Birthdate: ________

Parent's Name: __________________________________ Phone: ___________

Teacher: ___________________ Grade: _____ School: ____________________

DART: _________________________________ Date Referral Received ____

This section to be filled out by psychologist:

Staffing Information: Date Student Staffed: ____ Recommendations of

Psychologist: ____

____

Psychologist's Initials:

____

Accept for DART Program ___Yes, ___No. If "no" submit long term recommendations at the bottom of this page.

Background Information, consultation or agency referral:

____

____

____

Disregard if problem is behavioral and no evaluation is necessary.

Academic or Behavior Targets

Specify objective ____

____

____

____

Criteria _________________ Date begin ______ Date completed ________

____

Specify objective ____

____

____

____

Criteria _________________ Date begin ______ Date completed ________

Name ______________________ Date ______________________

Sub	Mon	Tues	Wed	Thurs	Fri.
Number Possible					
Number Correct					
%					

Sub.					

Sub.					

Sub.					

Sub.					

DAILY RECORDING FORMS USED BY TEACHERS

APPENDIX - A

II. Student Diagnostic, Prescription Forms

EMC

DIAGNOSTIC EDUCATIONAL TEST BATTERY
(Revised Edition)

ARITHMETIC SECTION

Guide for Administering and Scoring

COMPREHENSIVE SPECIAL SERVICES COOPERATIVE
Educational Modulation Center
Olathe, Kansas 66061

May 1972

All Rights Reserved
Revised By
Doris L. Welch and Lamoine J. Miller

E.S.E.A., P.L. 89-10, Title III, Grant No. OEG 3-6-661317-1977
Sponsor U.S.D. No. 233

Subtest 1 - BASIC CONCEPTS

Procedure: Place nonconsumable test sheets (Subtests Ia, Ib, and Ic) in that order before the student.

Subtest Ia (Bigger-Smaller): Say, "POINT TO THE BALL WHICH IS BIGGER. POINT TO THE AIRPLANE WHICH IS SMALLER. POINT TO THE WAGON WHICH IS SMALLER. POINT TO THE HAT WHICH IS BIGGER. Score ± (1 point) for each correct response.

Subtest Ib (Taller-Shorter): Say, "POINT TO THE TREE WHICH IS SHORTER. POINT TO THE FLAG WHICH IS TALLER. POINT TO THE CLOWN WHICH IS SHORTER. POINT TO THE BUILDING WHICH IS TALLER." Score ± (1 point) for each correct response.

Subtest Ic (Biggest-Smallest): Say, POINT TO THE SMALLEST BALL. POINT TO THE BIGGEST CAR. POINT TO THE SMALLEST FLOWER. POINT TO THE BIGGEST TOP." Score ± (1 point) for each correct response.

Subtest 2 - ONE-TO-ONE MATCHING

Procedure: Present consumable worksheet to correspond with this subtest and a pencil to the student. Say, "DRAW LINES TO SHOW ONE-TO-ONE MATCHING. Score ± (1 point) for each correct match.

Subtest 3 - SETS (MATCHING)

Procedure: Present consumable worksheet to correspond with this subtest and a pencil to the student. Say, "MAKE AN X ON THE SET OF STARS THAT MATCHES THE SET PICTURED." Score ± (1 point) for each correct match.

Subtest 4 - COUNTING ORALLY

Procedure: Say, "I WOULD LIKE YOU TO COUNT OUT LOUD FROM 1 TO 30." Digits miscalled by the student are written beside what would have been the correct digit(s). Score ± (1 point) for each correct number until student sequences incorrectly. Then discontinue scoring. Incorrectly named numbers or numbers out of sequence are placed by the number which should have been voiced by the student.

Subtest 5 - NAMING PRINTED NUMBERS

Procedure: Place nonconsumable worksheet to correspond with this subtest before the student, and pointing to the numbers, say, "NAME THESE NUMBERS FOR ME." Begin with the left margin of each row starting with Row I. Numbers correctly named receive a + (1 point). For incorrectly named numbers, the name called by the student is placed by the misnamed number.

Subtest 6 - WRITING NUMBERS

Procedure: Present a blank sheet of lined paper and a pencil to the student. Say, "PRINT ALL OF THE NUMBERS FROM 1 TO 10 (Kindergarten) - 1 TO 30 (First Grade and above)." Incorrectly printed numbers or numbers out of sequence are placed by the number which should have been written by the student. Score + (1 point) for each correct number until there is any mistake in sequence, then discontinue scoring.

Subtest 7 - MATCHING NUMBERS

Procedure: Place consumable worksheet that corresponds to this subtest and a pencil before the student. Say, "DRAW A LINE FROM EACH NUMBER IN THE FIRST ROW TO ONE JUST LIKE IT IN THE SECOND ROW." If the pupil makes an incorrect response, place the number he selected from the second row beside the correct number in the test booklet. Score + (1 point) for each correct match.

Subtest 8 - NUMBER SEQUENCE

Procedure: Place consumable worksheet and a pencil before the student. Point to the numbers in Section A and say, "IN THE BLANK SPACES WRITE THE NUMBERS THAT SHOULD COME AFTER THE NUMBERS THAT ARE PRINTED."

Section B - Directions are the same as for Section A.

Section C - Say, "ON THE BLANK LINES WRITE THE NUMBER(S) THAT SHOULD COME BEFORE OR AFTER THE NUMBERS THAT ARE PRINTED.

In the test booklet if the child responds correctly, score + (1 point) for each correct response. If the child responds incorrectly, place his response (number) to the side of the correct number in the test booklet.

Subtest 9 - COUNTING CONCRETE OBJECTS

Procedure: Present consumable worksheet to correspond with Subtest 9a and a pencil to the student. Say, "TELL ME HOW MANY THINGS THERE ARE IN EACH OF THESE BOXES. CIRCLE THE NUMBER THAT TELLS HOW MANY THERE ARE IN THIS BOX." Score + (1 point) for correct oral reply. Score + (1 point) for each correct number circled.

Subtest 9b -

Procedure: Present consumable worksheet to correspond with this subtest and a pencil to the student. Say, "COUNT HOW MANY THERE ARE IN THE BOX AND WRITE THE NUMBER ON THE LINE." Score + (1 point) for each problem the student answers correctly. For those answered incorrectly, place the number with which the student has responded beside the correct number on the record form.

Subtest 10 - TIME

Procedure: a) Place consumable worksheet corresponding to this subtest and a pencil before the student. Say, "FILL IN THE NUMBERS OF THE CLOCK." Score + (1 point) for each correct number.

b) Using the cardboard clock with movable hands, place the hands at 8:00, 9:00, 12:30, and 3:30 respectively. Present the clock to the student each time and say, "WHAT TIME IS IT?" Score + (1 point) for each correct reply. If student responds incorrectly, place the time he named beside the correct time.

c) Present the cardboard clock to the student with both hands placed at 12:00. Say, "WHERE ARE THE HANDS AT 9:00, 2:00, 7:30, 2:30? MOVE THE HANDS SO THAT THEY ARE IN THE CORRECT PLACE." If the student responds incorrectly, write his response to the right of the correct response. Score + (1 point) for each correct response.

d) Using the cardboard clock with movable hands, place the hands at 5:15, 5:45, 12:15, and 12:45 respectively. Present the clock to the student each time and say, "WHAT TIME IS IT?" Score + (1 point) for each correct reply. If the student responds incorrectly, place the time he named beside the correct time.

e) Present the cardboard clock to the student with both hands placed at 12:00. Say "WHERE ARE THE HANDS AT 3:15, 3:45, 10:15, and 10:45? MOVE THE HANDS SO THAT THEY ARE IN THE CORRECT PLACE." If the student responds incorrectly, write his response to the right of the correct response. Score + (1 point) for each correct answer.

Subtest 11 - MONEY

Procedure: a) Recognition of Coins - Place five coins (penny, nickel, dime, quarter, and half dollar before the student. Say, "TELL ME THE NAMES OF THESE COINS." If the student states the amount (one cent), say, "YES, BUT NOW TELL ME WHAT THE COIN IS CALLED." Score + (1 point) for each name correctly stated by the student.

Subtest 11b

Place consumable worksheet to correspond with this subtest and a pencil before the student. The five coins should be placed in random order to the right of the coin words. Now say, "DRAW A LINE FROM THE WORD TO THE CORRECT COIN." Score + (1 point) for each correct matching of word and coin.

c) Use the same consumable worksheet as in 11b, second part. Say, "READ EACH OF THE AMOUNTS OF MONEY PRINTED HERE." Score + (1 point) for each correct oral response. Place incorrect responses in the test booklet.

d) Use the same consumable worksheet as in 11c. Say, "READ EACH OF THE AMOUNTS OF MONEY PRINTED ON THE LINE(S). UNDERNEATH EACH OF THEM ON THE BLANK LINE WRITE OUT THE NUMBERS THAT STAND FOR THE AMOUNT OF MONEY." Place incorrect responses by the correct responses in the test sheet. Score + (1 point) for each correct answer.

Subtest 12 - ORDINAL NUMBERS

Procedure: Place nonconsumable sheet to correspond with this subtest before the subject. Say, "POINT TO THE FIRST, THIRD, FOURTH, SECOND, AND FIFTH PICTURE," in that order. For grade one and above follow the sequence outlined in the record booklet. Score + (1 point) for each correct response.

Subtest 13 - COUNTING ORALLY BY TWO'S, FIVE'S AND TEN'S

Procedure: a) Counting by 2's - Say, "I WOULD LIKE YOU TO COUNT OUT LOUD BY 2'S FROM 2 to 50." Score + (1 point) for each correct number until subject sequences incorrectly, then discontinue scoring.

b) Counting by 5's - Say, "I WOULD LIKE YOU TO COUNT OUT LOUD BY 5'S FROM 5 TO 100." Score + (1 point) for each correct number until subject sequences incorrectly, then discontinue scoring.

c) Counting by 10's - Say, "I WOULD LIKE YOU TO COUNT OUT LOUD BY 10'S FROM 10 TO 100." Score + (1 point) for each correct number until subject sequences incorrectly, then discontinue scoring.

Subtest 14 - ADDITION PROBLEMS

Procedure: Place addition problem consumable worksheet and a pencil before the student. Say, "I WOULD LIKE YOU TO DO THESE ADDITION PROBLEMS FOR ME. YOU MAY USE THE BLANK SPACES ON THE PAPER OR THE OTHER SIDE OF THE PAPER AS SCRATCH PAPER IF YOU WISH." Score + (1 point) for each answer. Stop after 5 consecutive failures.

Optional: Tell the student that you wish to know how he gets his answers and for this reason he is to do as much of his work as he can aloud. Tell him to do all of his thinking aloud.

Subtest 15 - SUBTRACTION PROBLEMS

Procedure: Place the subtraction consumable worksheet and a pencil before the student. Say, "I WOULD LIKE YOU TO DO THESE SUBTRACTION PROBLEMS FOR ME. YOU MAY USE THE BLANK SPACES ON THE FRONT

SIDE OF THE PAPER OR THE BACK SIDE OF THE PAPER FOR SCRATCH PAPER IF YOU NEED TO DO SO." Score + (1 point) for each correct answer. Stop after five consecutive failures.

Optional: Tell the student that you wish to know how he gets his answers and for this reason he is to do as much of this work as he can aloud. Tell him to do all of his thinking aloud.

Subtest 16 - MULTIPLICATION PROBLEMS

Procedure: Place the multiplication problem consumable worksheet and a pencil before the student. Say, "I WOULD LIKE YOU TO DO THESE MULTIPLICATION PROBLEMS FOR ME. YOU MAY USE THE BLANK SPACES ON THE PAPER OR THE OTHER SIDE OF THE PAPER AS SCRATCH PAPER IF YOU LIKE." Score + (1 point) for each correct answer. Stop after five consecutive failures.

Optional: Tell the student that you wish to know how he gets his answers and for this reason he is to do as much of his work as he can aloud. Tell him to do all of his thinking aloud.

Subtest 17 - DIVISION PROBLEMS

Procedure: Place the division consumable worksheet and a pencil before the student. Say, "I WOULD LIKE YOU TO DO THESE DIVISION PROBLEMS FOR ME. YOU MAY USE THE BLANK SPACES ON THE PAPER OR THE OTHER SIDE OF THE PAPER AS SCRATCH PAPER IF YOU WISH." Score + (1 point) for each answer. Stop after five consecutive failures.

Optional: Tell student that you wish to know how he gets his answers and, for this reason, he is to do as much of his work as he can aloud. Tell him to do all of his thinking aloud.

Subtest 18 - FRACTIONS

Procedure: Place the fraction consumable worksheet and a pencil before the student. Say, "I WOULD LIKE YOU TO DO THESE FRACTION PROBLEMS FOR ME. YOU MAY USE THE BLANK SPACES ON THE PAPER OR THE OTHER SIDE OF THE PAPER AS SCRATCH PAPER IF YOU WISH." Score + (1 point) for each correct answer. Stop after five consecutive failures.

Optional: Tell the student that you wish to know how he gets his answers and, for that reason, he is to do as much of his work as he can aloud. Tell him to do all of his thinking aloud.

Subtest 19 - ADDITION FACTS

Procedure: Use enclosed flash cards and shuffle each level to insure that they are in random order. Say, "I AM GOING TO SHOW YOU SOME ADDITION PROBLEMS. I WILL SHOW YOU EACH CARD FOR A SHORT TIME. I WOULD LIKE YOU TO GIVE ME THE ANSWER AS QUICKLY AS POSSIBLE WITHOUT TRYING TO ADD IT UP IN YOUR HEAD OR COUNT ON YOUR FINGERS." Present Level I cards, then Level II cards. Present each flash card for five seconds and if the child has not answered, go on to the next card. Present all flash cards unless the child misses 10 in a row or it is obvious that he is becoming upset. This test measures rote memory, therefore, it is essential to judge whether the child is adding up the problems in his head or on his fingers, or if he knows the answers in a rote manner. (The latter is the response required.) Score ± (1 point) for each correct reply.

Subtest 20 - SUBTRACTION FACTS

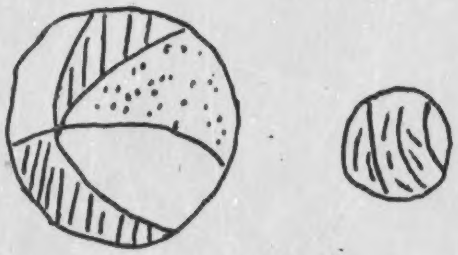
Procedure: Use enclosed flash cards and shuffle each level to insure that they are in random order. Say, "I AM GOING TO SHOW YOU SOME SUBTRACTION PROBLEMS. I WOULD LIKE YOU TO GIVE ME THE ANSWER AS QUICKLY AS POSSIBLE WITHOUT TRYING TO SUBTRACT IT IN YOUR HEAD OR COUNT ON YOUR FINGERS." Present Level I cards, then Level II cards. Present each flash card for five seconds and if the child has not answered, go on to the next. Present all flash cards unless the child misses 10 in a row, or it is obvious that he is becoming upset. This test measures rote memory, therefore it is essential to judge whether the child is subtracting the problems in his head or on his fingers, or if he knows the answers in a rote manner. (The latter is the response required.) Score ± (1 point) for each correct reply.

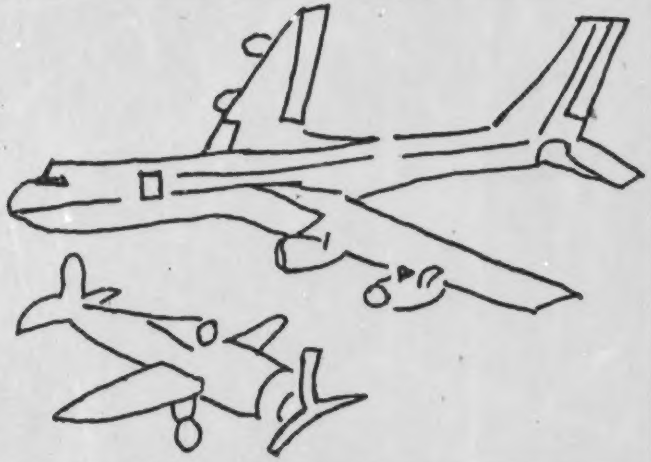
Subtest 21 - MULTIPLICATION FACTS

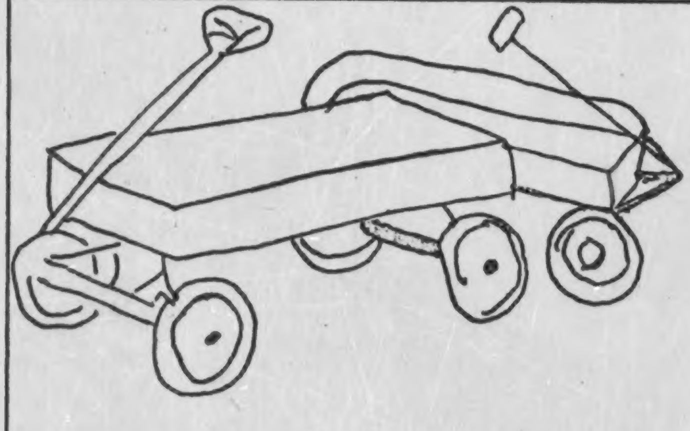
Procedure: Use enclosed flash cards and shuffle to insure that they are in random order. Say, "I AM

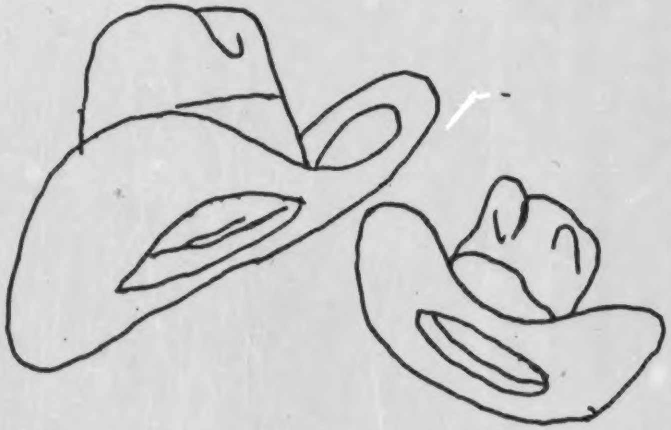
GOING TO SHOW YOU SOME MULTIPLICATION PROBLEMS. I WILL SHOW YOU EACH CARD FOR A SHORT TIME. I WOULD LIKE YOU TO GIVE ME THE ANSWER AS QUICKLY AS POSSIBLE WITHOUT TRYING TO MULTIPLY IT IN YOUR HEAD OR COUNT ON YOUR FINGERS." Present each flash card for five seconds and if the child has not answered, go on to the next. Present all flash cards unless the child misses 10 in a row or it is obvious that he is becoming upset. This test measures rote memory, therefore it is essential to judge whether the child is multiplying the problems in his head or on his fingers, or if he knows the answers in a rote manner. (The latter is the response required). Score + (1 point) for each correct reply.

NONCONSUMABLE MATH
Basic Concepts
Subtest 1a - Bigger-Smaller

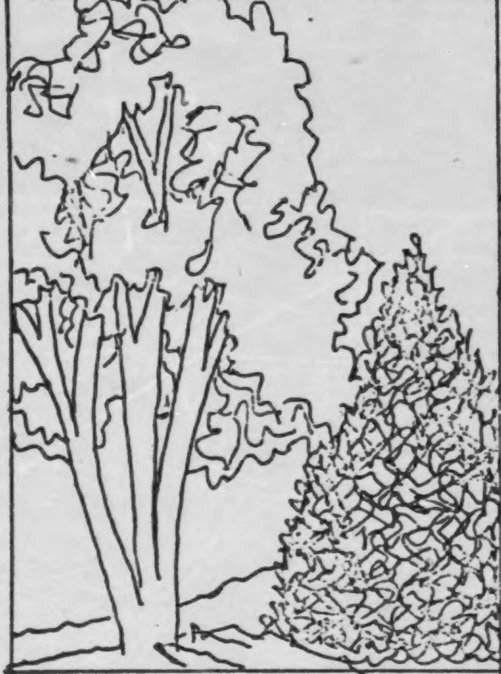


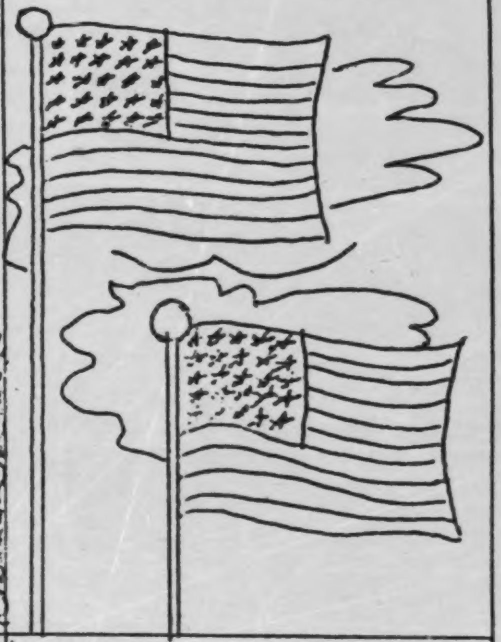


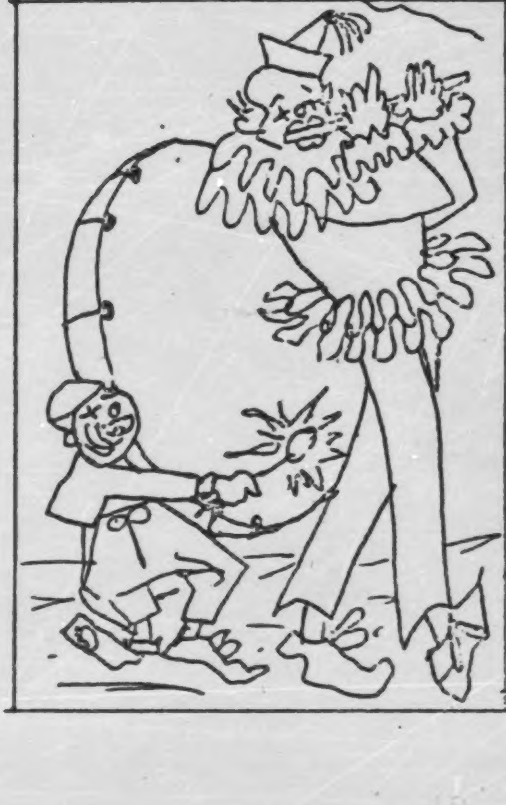


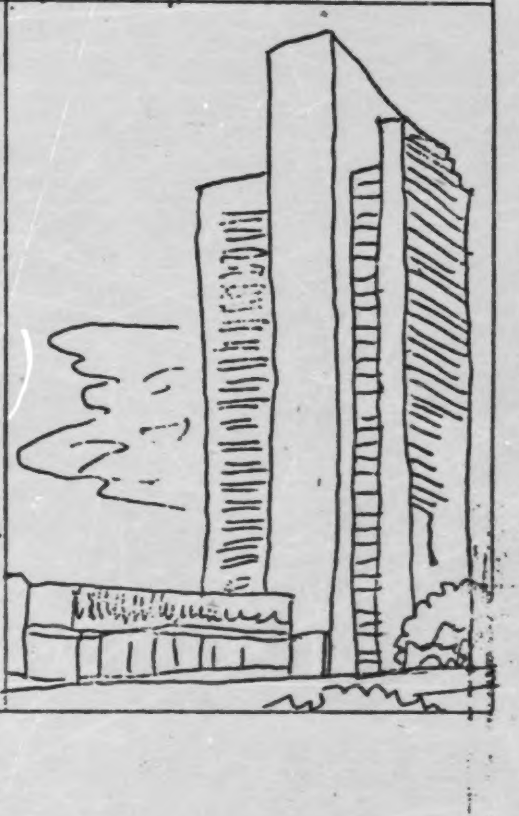


NONCONSUMABLE MATH Basic Concepts Subtest 1b -Taller-Shorter

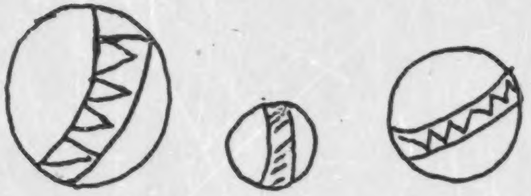


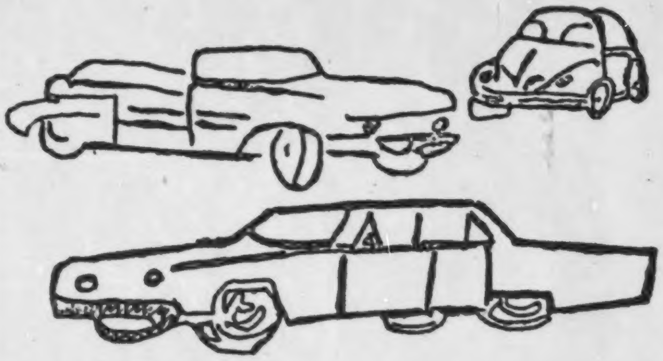


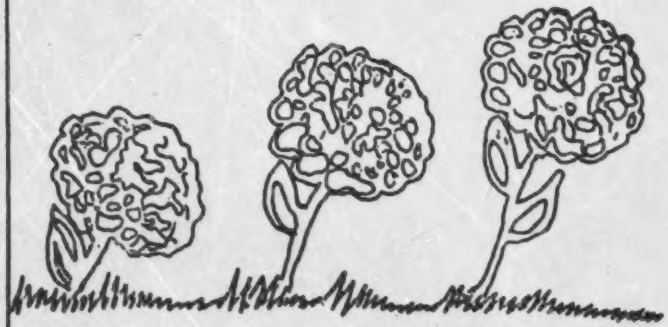


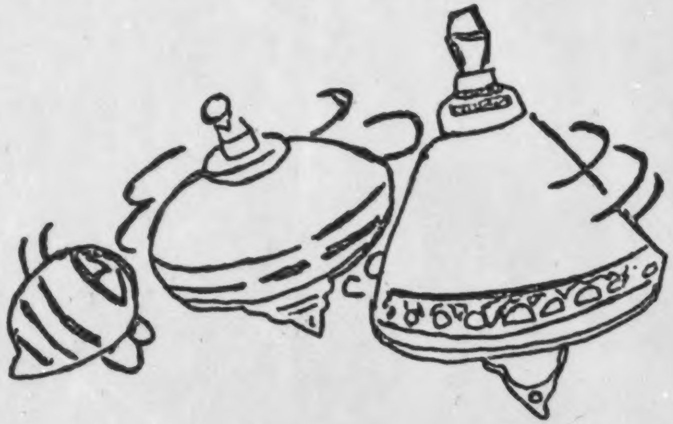


NONCONSUMABLE MATH
Basic Concepts
Subtest 1c - Biggest-Smallest









NONCONSUMABLE
Subtest 5 - Naming Printed Numbers

8 3 5 2 6

9 7 4 1 10

Fold on this line

---

12 14 21 36

47 58 76 88

95 100

Fold on this line

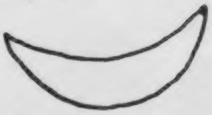
---

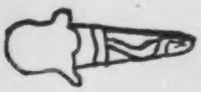
107 122 136 255

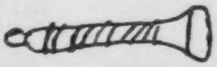
587 750 0001 1256

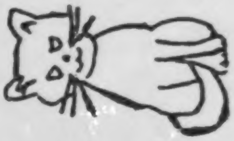
1579 2000

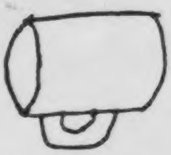
NONCONSUMABLE MATH
Subtest 12 - Ordinal Numbers

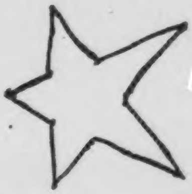


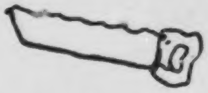


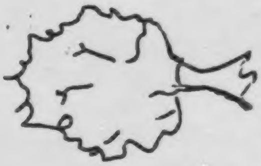


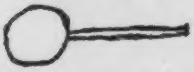












PPTP-PEA 2
1972-73

EMC

DIAGNOSTIC EDUCATIONAL TEST BATTERY

(Revised Edition)

READING SECTION

Guide for Administering and Scoring

COMPREHENSIVE SPECIAL SERVICES COOPERATIVE

Educational Modulation Center
Olathe, Kansas 66061

May 1972

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Revised By

Doris L. Welch and Lamoine J. Miller

E.S.E.A., P.L. 89-10, Title III
Grant No. OEG 3-6-661317-1977. Sponsor U.S.D. No. 233

1. NAMING THE ALPHABET FROM MEMORY

Procedure: Say, "NAME FROM MEMORY AS MANY LETTERS AS YOU CAN." Each letter named receives a + (1 point).

2. MANUSCRIPT PRINTING LETTERS OF THE ALPHABET FROM MEMORY

Procedure: Present a blank sheet of lined paper and a pencil to the student. Say, "PRINT AS MANY OF THE CAPITAL LETTERS OF THE ALPHABET AS YOU CAN." After this has been completed by the student, say, "NOW PRINT AS MANY SMALL LETTERS OF THE ALPHABET AS YOU CAN." After the child has completed these tasks, say, "NOW NAME ALL OF THE LETTERS THAT YOU HAVE PRINTED." Each letter correctly printed by the student receives a + (1 point). Each letter correctly named receives a + (1 point). For incorrectly named letters, place the letter name called by the pupil to the right of the misnamed letter.

3. MANUSCRIPT PRINTING LETTERS OF THE ALPHABET NAMED

Procedure: A blank sheet of lined paper and a pencil are presented to the student. The examiner calls out each letter of the alphabet following the order listed in the test booklet, and the student prints (in manuscript) the letters as they are called. Say, "I WANT YOU TO PRINT THE CAPITAL LETTERS THAT I AM GOING TO NAME. FOR EXAMPLE, IF I SAY A, YOU PRINT THE LETTER A." (Examiner demonstrates by printing the capital letter A). The examiner calls all capital letters listed in the test booklet. After the student has completed this section, say, "NOW PRINT THE SMALL LETTERS OF THE ALPHABET THAT I AM GOING TO NAME. FOR EXAMPLE, IF I SAY a, YOU PRINT THE LETTER a" (Examiner demonstrates by printing the small letter a). In the test booklet each letter correctly printed receives a + (1 point). For incorrectly printed letters, place the letter or symbol printed by the student beside the misprinted letter.

4. NAMING MANUSCRIPT PRINTED LETTERS

Procedure: Present non-consumable sheet corresponding to this subtest containing letters of the alphabet to the student. Pointing to the top half of the page, say, "NAME THE LETTERS (CAPITAL) OF THE ALPHABET FOR ME." After the student has completed this section, point to the bottom half of the page and say, "NAME THESE (SMALL) LETTERS OF THE ALPHABET." In the test booklet place a + (1 point) for each letter correctly named. For incorrectly named letters, place the letter name called by the student beside the letter which was misnamed.

5. MATCHING MANUSCRIPT LETTERS OF THE ALPHABET

Procedure: Place consumable worksheet to correspond to this subtest and a pencil before the student. First, for the letters on the top half of the page, and then for the letters on the bottom half of the page, say, "DRAW A LINE FROM EACH LETTER IN THE TOP ROW TO THE LETTER IN THE BOTTOM ROW WHICH IS THE SAME OR JUST LIKE IT." Student receives a + (1 point) for each letter correctly matched. Administer all items.

6. WRITING CURSIVE LETTERS OF THE ALPHABET FROM MEMORY

Procedure: Present a blank sheet of lined paper and a pencil to the student. Say, "WRITE AS MANY OF THE CAPITAL LETTERS OF THE ALPHABET AS YOU CAN." After this has been completed by the student, say, "NOW WRITE AS MANY SMALL LETTERS OF THE ALPHABET AS YOU CAN." After the child has completed these tasks, say, "NOW NAME ALL OF THE LETTERS THAT YOU HAVE WRITTEN." Each letter correctly written by the pupil receives a + (1 point). For incorrectly named letters, place the letter name called by the pupil to the right of the misnamed letter. Each letter correctly named receives a + (1 point).

7. WRITING CURSIVE LETTERS OF THE ALPHABET NAMED

Procedure: A blank sheet of paper and a pencil are presented to the student. The examiner calls out each letter of the alphabet following the order listed in the test booklet, and the student writes (in cursive) the letters as they are called. Say, "I WANT YOU TO WRITE THE CAPITAL LETTERS THAT I AM GOING TO NAME. FOR EXAMPLE, IF I SAY A, YOU WRITE A." Examiner demonstrates and calls all capital letters. After the student has completed this section, say, "NOW WRITE THE SMALL LETTERS OF THE ALPHABET THAT I AM GOING TO NAME. FOR EXAMPLE, IF I SAY a, YOU WRITE THE LETTER a." Examiner demonstrates by writing the small letter a. In the test booklet each letter correctly written receives a + (1 point). For incorrectly written letters, place the letter or symbol written by the student beside the misnamed letter.

8. NAMING CURSIVE PRINTED LETTERS

Procedure: Present test sheet containing letters of the alphabet to the student. Pointing to the top half of the page, say, "NAME THE LETTERS (CAPITAL) OF THE ALPHABET FOR ME." In the test booklet place a + (1 point) for each letter correctly named. For incorrectly named letters, place the letter name called by the student beside the letter which was misnamed. After the student has completed this section, point to the bottom half of the page and say, "NAME THESE (SMALL) LETTERS OF THE ALPHABET." Examiner uses the same marking procedures as was used for the capital letters.

9. DOLCH BASIC SIGHT VOCABULARY

Procedure: Present the Dolch words to the student and say, "I WOULD LIKE YOU TO SAY (PRONOUNCE) THESE WORDS FOR ME." Assume a basal if student is able to correctly pronounce 15 consecutive words. Discontinue testing when student misses any five of ten consecutive words administered. Score + (1 point) for each word correctly pronounced. Mark total number of words correctly pronounced at each level and total.

10. AUDITORY BLENDING OF WORDS (SOUND ONLY)

Procedure: See list of blend words in test booklet. Say, "LISTEN CAREFULLY; I AM GOING TO SAY PARTS OF A WORD, AND THEN I WANT YOU TO PUT THEM TOGETHER AND SAY THE WORD. FOR EXAMPLE, IF I SAID r-e-d, YOU WOULD SAY THAT THE WORD IS RED. NOW LISTEN TO

THESE AND PUT THEM TOGETHER TO MAKE THE RIGHT WORDS." Examiner pronounces the words in the order listed. DO NOT REPEAT. Score + (1 point) for each word pronounced correctly by student. If student mispronounces the word, write it beside the correct word in the test booklet. Administer all items.

1. u-p
2. g-o
3. h-i-t
4. r-a-n
5. b-e-d
6. t-a-ke
7. i-f
8. n-ow
9. m-r-ff
10. t-oa-st
11. c-oat
12. pl-ay

11. INITIAL CONSONANT SOUNDS (PICTORIAL)

Procedure: Place four cards (correct answer card and 3 additional cards) before the student and say, "SEE THE PICTURES ON THE CARDS. LISTEN CAREFULLY TO THE WORD I PRONOUNCE AND POINT TO THE PICTURE THAT BEGINS WITH THE SAME SOUND AS THIS WORD." Score + (1 point) for each correct response. Discontinue testing when the student has made 7 consecutive errors.

12. INITIAL CONSONANT SOUNDS

Procedure: See list of initial consonant sound words in the test booklet. Say, "LISTEN CAREFULLY TO THESE WORDS AND TELL ME THE BEGINNING OR FIRST SOUND THAT YOU HEAR IN THEM. THEN I WOULD LIKE YOU TO TELL ME THE NAME OF THE LETTER THAT MAKES THAT SOUND. FOR EXAMPLE, IF I SAID THE WORD MOP, YOU WOULD SAY THE FIRST SOUND IS MMMM, AND THAT THE LETTER THAT MAKES THAT SOUND IS THE LETTER M. NOW LISTEN TO THESE WORDS AND TELL ME THE FIRST SOUND AND THE NAME OF THE LETTER." Examiner pronounces the words in sequence. If the student fails to produce either the sound or the letter correctly, the examiner phonetically writes the sound and/or the letter with which the child responded incorrectly. Score + (1 point) for sound. Directions and examples may be repeated as needed. Score + (1 point) for letter. Discontinue testing when the student has made 7 consecutive errors.

13. INITIAL CONSONANT SOUNDS (AUDITORY-MOTOR)

Procedure: Place consumable worksheet that corresponds with this subtest and a pencil before the student. See list of initial consonant words in the test booklet. Say, "LISTEN CAREFULLY TO THE FIRST SOUND YOU HEAR IN EACH OF THESE WORDS; THEN DRAW A LINE UNDER THE LETTER ON YOUR WORKSHEET THAT MAKES THE SAME SOUND." Each letter correctly underlined by the pupil receives a + (1 point). Discontinue testing when the student has made 7 consecutive errors.

14. ENDING CONSONANT SOUNDS (PICTORIAL)

Procedure: Place four cards (correct answer and three additional cards) before the student and say, "SEE THE PICTURES ON THESE CARDS. LISTEN CAREFULLY TO THE WORD I PRONOUNCE AND POINT TO THE PICTURE THAT ENDS WITH THE SAME SOUND AS THIS WORD." Score + (1 point) for each correct response. Discontinue testing when the student has made 7 consecutive errors.

15. ENDING CONSONANT SOUNDS

Procedure: See the list of ending consonant words in the test booklet. Say, "LISTEN CAREFULLY TO THESE WORDS AND TELL ME THE ENDING OR LAST SOUND THAT YOU HEAR IN THE WORD. THEN I WANT YOU TO TELL ME THE NAME OF THE LETTER THAT MAKES THAT SOUND. FOR EXAMPLE, IF I SAY THE WORD HAM, YOU WOULD SAY THAT THE LAST SOUND IN THIS WORD IS MMMM AND THAT THE LETTER THAT MAKES THAT SOUND IS THE LETTER M. NOW LISTEN TO THESE WORDS AND TELL ME THE LAST SOUND AND THE NAME OF THE LETTER THAT MAKES THAT SOUND." If the student either makes an incorrect sound or says an incorrect letter, the examiner writes the letter and/or sound by the respective word. Score + (1 point) for correct sound. Score + (1 point) for correct letter. Discontinue testing when the student has made 7 consecutive errors.

16. ENDING CONSONANT SOUNDS (AUDITORY-MOTOR)

Procedure: Place consumable worksheet that corresponds with this subtest and a pencil before the student. See list of ending consonant words in the test booklet. Say, "LISTEN CAREFULLY TO THE LAST SOUND YOU HEAR IN EACH OF THESE WORDS, THEN DRAW A

LINE UNDER THE LETTER ON YOUR WORKSHEET THAT MAKES THE SAME SOUND. Each letter correctly underlined by the pupil receives a ± (1 point). Discontinue testing when the student has made 7 consecutive errors.

17. INITIAL CONSONANT BLENDS (PICTORIAL)

Procedure: Place four cards (correct answer card and three additional cards) before the student and say, "SEE THE PICTURES ON THESE CARDS. LISTEN CAREFULLY TO THE WORD I PRONOUNCE AND POINT TO THE PICTURE THAT BEGINS WITH THE FIRST TWO SOUNDS YOU HEAR IN THAT WORD." Score ± (1 point) for each correct response. Discontinue testing when the student has made 7 consecutive errors.

18. INITIAL CONSONANT BLENDS

Procedure: See the list of blend words in the test booklet. Say "LISTEN CAREFULLY TO THESE WORDS AND TELL ME THE BEGINNING OR FIRST TWO SOUNDS IN THEM. THEN I WANT YOU TO TELL ME THE NAMES OF THE FIRST TWO LETTERS THAT MAKE UP THAT SOUND. FOR EXAMPLE, IF I SAID THE WORD BLACK, YOU WOULD SAY THAT THE FIRST SOUND IS BL AND THAT THE LETTERS THAT MAKE THE SOUND ARE B-L. NOW LISTEN TO THESE WORDS AND TELL ME THE FIRST SOUNDS AND THE NAMES OF THE LETTERS THAT MAKE THAT SOUND." If the student misses either the sound or the letter, phonetically write the sound he produces or the letter said by the respective word. Score ± (1 point) for correct sound. Score ± (1 point) for correct letter. (Score ± for either KL-CL; KR-CR). Discontinue testing when the student has made 7 consecutive errors.

19. INITIAL CONSONANT BLENDS (AUDITORY-MOTOR) (CONSUMABLE PAGE)

Procedure: Place consumable worksheet that corresponds with this subtest and a pencil before the student. See list of initial consonant blend words in the test booklet. Say, "LISTEN CAREFULLY TO THE FIRST TWO SOUNDS YOU HEAR IN EACH OF THESE WORDS, THEN DRAW A LINE UNDER THE LETTERS ON YOUR WORKSHEET THAT MAKE THE SAME SOUND. Each letter correctly underlined by the pupil receives a ± (1 point). Discontinue testing when the student has made 7 consecutive errors.

20. BEGINNING CONSONANT DIGRAPHS

Procedure: See the list of beginning consonant digraph words in the test booklet. Say, "LISTEN CAREFULLY TO THESE WORDS AND TELL ME THE BEGINNING OR FIRST TWO SOUNDS IN THEM. THEN I WANT YOU TO TELL ME THE NAME OF THE FIRST TWO LETTERS THAT MAKE UP THAT SOUND." If the student misses either the sound or the letter, phonetically write the sound he produces or the letter said by the respective word. Score ± (1 point) for correct sound. Score ± (1 point) for correct letter. (Score ± for either KW - QU). Administer all items.

21. BEGINNING CONSONANT DIGRAPHS (AUDITORY-MOTOR)

Procedure: Place the consumable worksheet that corresponds with this subtest and a pencil before the student. See list of beginning consonant digraph words in the test booklet. Say, "LISTEN CAREFULLY TO THE FIRST TWO SOUNDS YOU HEAR IN EACH OF THESE WORDS, THEN DRAW A LINE UNDER THE LETTERS ON YOUR WORKSHEET THAT MAKE THE SAME SOUND. Each letter correctly underlined by the pupil receives a ± (1 point). Administer all items.

22. INITIAL VOWEL SOUNDS

Procedure: See the list of initial vowel sounds in the test booklet. Say, "LISTEN CAREFULLY TO THESE WORDS AND TELL ME THE BEGINNING OR FIRST SOUND YOU HEAR IN THEM. THEN I WANT YOU TO TELL ME THE NAME OF THE LETTER THAT MAKES THAT SOUND. FOR EXAMPLE, IF I SAID THE WORD APE, YOU WOULD SAY THAT THE FIRST SOUND IS A AND THAT THE LETTER THAT MAKES THAT SOUND IS THE LETTER A. NOW LISTEN TO THESE WORDS AND TELL ME THE FIRST SOUND AND THE NAME OF THE LETTER." If the student incorrectly names either the sound or the letter, place the sound and/or letter by the word in the test booklet. Score ± (1 point) for correct sound. Score ± (1 point) for correct letter. Administer all items.

23. LONG AND SHORT VOWEL SOUNDS (AUDITORY-MOTOR)

Procedure: Place the consumable worksheet that corresponds with this subtest and a pencil before the student. See list of vowel words in test booklet. Say, "LISTEN CAREFULLY FOR THE VOWEL SOUND YOU HEAR IN EACH OF THESE WORDS, THEN DRAW A LINE UNDER THE LETTER ON YOUR WORKSHEET THAT MAKES THE SAME SOUND." Each letter correctly underlined by the pupil receives a + (1 point). Discontinue testing.

24. BLENDING WORDS (SIGHT)

Procedure: The non-consumable sheet corresponding to this subtest, containing two columns of words, is placed before the student with the last column covered by the provided marker. For each word in Column I, say, "I WOULD LIKE YOU TO SAY (PRONOUNCE) THIS WORD FOR ME. FOR EXAMPLE, LOOK AT LETTER A. THE WORD IS SNEAK." Now the Examiner slips the marker down revealing the word divided into units. The examiner now says, "THE SEPARATE PARTS OF THE WORD ARE PRONOUNCED SN EA K AND YOU PUT THEM TOGETHER TO MAKE SNEAK." For each of the words in Column I say, "I WOULD LIKE YOU TO SAY (PRONOUNCE) THIS WORD FOR ME." If student is able to pronounce the word correctly score ± (2 points) and go to the next word on the list. If he cannot pronounce the word, the examiner slips the marker down revealing the word divided into units. The examiner now says, "I WOULD LIKE YOU TO SAY THE SEPARATE PARTS AND THEN SEE IF YOU CAN PUT THEM TOGETHER TO MAKE THE WORD." This procedure is followed for all words. Score ± (1 point) if student is able to combine the elements and pronounce the word correctly. Administer all items.

25. BLENDING PHONETIC ELEMENTS

Procedure: The non-consumable sheet corresponding to this subtest, containing two columns of words, is placed before the student with the last column covered by the provided marker. For each word in Column I say, "I WOULD LIKE YOU TO SAY (PRONOUNCE) THIS WORD FOR ME." If student is able to pronounce word correctly, go to the next word on the list. If he cannot, the examiner slips the marker down revealing the word divided into units. The examiner now says, "I WOULD LIKE YOU TO SAY THE SEPARATE PARTS AND THEN SEE IF YOU CAN PUT THEM TOGETHER TO MAKE THE WORD." This procedure is followed for all words. Score ± (2 points) if student is able to pronounce the word initially. Score ± (1 point) if student is able to combine the elements and pronounce the word correctly. Stop after four consecutive failures (failures on both parts of an item).

26. DOUBLE VOWELS-DIPHTHONGS

Procedure: The non-consumable sheet corresponding to this subtest containing a column of words is placed before the student. For each word, say, "I WOULD LIKE YOU TO SAY (PRONOUNCE) THIS WORD FOR ME." Score ± (1 point) if student is able to pronounce the word correctly. Administer all items.

27. PREFIXES

Procedure: The non-consumable sheet corresponding to this subtest, containing two columns of words, is placed before the student with the last column covered by the provided marker. For each word in Column I say, "I WOULD LIKE YOU TO SAY (PRONOUNCE) THIS WORD FOR ME." If student is able to pronounce word correctly, go to the next word on the list. If he cannot, the examiner slips the marker down on Column 2 revealing the word divided into units. The examiner now says, "I WOULD LIKE YOU TO SAY THE SEPARATE PARTS AND THEN SEE IF YOU CAN PUT THEM TOGETHER TO MAKE THE WORD." This procedure is followed for all words. Score ± (2 points) if student is able to pronounce the word initially. Score ± (1 point) if student is able to combine the elements and pronounce the word correctly. Administer all items.

28. SUFFIXES

Procedure: The non-consumable sheet corresponding to this subtest is placed before the student with the last column of words covered by the provided marker. For each word in Column I, say "I WOULD LIKE YOU TO SAY (PRONOUNCE) THIS WORD FOR ME." If student is able to pronounce word correctly, go to the next word on the list. If he cannot, the examiner slips the marker down revealing the word divided into units in Column 2. The examiner now says, "I WOULD LIKE YOU TO SAY THE SEPARATE PARTS AND THEN SEE IF YOU CAN PUT THEM TOGETHER TO MAKE THE WORD." This procedure is followed for all words. Score ± (2 points) if student is able to pronounce the word initially. Score ± (1 point) if student is able to combine the elements and pronounce the word correctly. Administer all items.

29. PREFIXES-SUFFIXES

Procedure: The test sheet containing two columns of words is placed before the student with the last column covered by the provided marker. For each word in Column I say, "I WOULD LIKE FOR YOU TO SAY (PRONOUNCE) THIS WORD FOR ME." If student is able to pronounce it correctly, go to the next word on the list. If he cannot, the examiner slips the marker down revealing the word divided into units. The examiner now says, "I WOULD LIKE YOU TO SAY THE SEPARATE PARTS AND THEN SEE IF YOU CAN PUT THEM TOGETHER TO MAKE THE WORD." This procedure is followed for all words. Score ± (2 points) if student is able to pronounce the word initially. Score ± (1 point) if student is able to combine the elements and pronounce the word correctly. Administer all items.

30. SYLLABIFICATION

Procedure: The consumable sheet corresponding to this subtest containing multisyllable words is placed before the student. Say, I WOULD LIKE YOU TO DIVIDE THESE WORDS INTO SYLLABLES BY DRAWING A LINE BETWEEN EACH SYLLABLE. FOR EXAMPLE, LOOK AT LETTER A. THE WORD IS SUNDAY. YOU WOULD DRAW A (VERTICAL) LINE LIKE THIS (Demonstrate) BETWEEN THE N AND THE D. THE FIRST SYLLABLE IS SUN AND THE LAST SYLLABLE IS DAY. NOW I WANT YOU TO DO THIS FOR THE REST OF THESE WORDS." In the test booklet the examiner syllabicates the words by drawing lines as the student has done. Score ± (1 point) for words divided correctly. Stop after four consecutive failures.

NAMING MANUSCRIPT PRINTED LETTERS

SUBTEST #4

A B O S E R T H P

I U Z Q Y N C J W

D K X M F V G L

---

q u i p h t r e s

o b a l g v f m x

k d w j c n y z

NAMING CURSIVE PRINTED LETTERS
SUBTEST #8

A B O S E R
T H P I U F
Q Y N C J W D
K X M Z V G L

q u i p h t
r e s o b a
l g v f m x k
d w j c n y z

DOLCH WORDS

PP - 1									
1. and					21. to				
2. can					22. want				
3. come					23. we				
4. fast					24. work				
5. get					25. you				
6. ride					PP - 3				
7. see					26. big				
8. the					27. blue				
PP - 2					28. down				
9. a					29. funny				
10. for					30. have				
11. go					31. little				
12. green					32. look				
13. help					33. make				
14. here					34. not				
15. I					35. play				
16. is					36. up				
17. red					37. what				
18. said									
19. stop									
20. this									

DOLCH WORDS

P - 3 (continued)

41. ran					
42. some					
43. take					
44. thank					
45. then					
46. walk					
47. who					
48. yellow					
49. yes					

DOLCH WORDS

1 - A									
1. again					21. find				
2. all					22. give				
3. be					23. going				
4. found					24. her				
5. had					25. how				
6. his					26. may				
7. into					27. must				
8. just					28. shall				
9. let					29. soon				
10. old					30. that				
11. one					31. were				
12. over					1 - C				
13. sing					32. about				
14. so					33. after				
15. there					34. around				
16. was					35. ate				
1 - B					36. better				
17. am					37. by				
18. as					38. call				
19. bring					39. cold				
20. could					40. four				

DOLCH WORDS

1 - C (continued

41. from						
42. him						
43. never						
44. sleep						
45. three						
46. two						
47. us						

DOLCH WORDS

II - A									
1. an					22. together				
2. ask					23. them				
3. always					24. under				
4. best					25. would				
5. before					26. when				
6. brown					II - B				
7. fly					27. any				
8. gave					28. been				
9. got					29. buy				
10. live					30. clean				
11. long					31. cut				
12. made					32. does				
13. many					33. every				
14. much					34. far				
15. no					35. first				
16. open					36. five				
17. our					37. if				
18. pick					38. light				
19. pretty					39. off				
20. round					40. or				
21. start					41. pull				

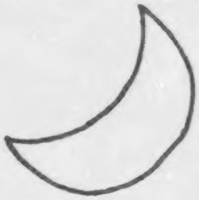
DOLCH WORDS

II - B (continued)											
42. right						62. drink					
43. sit						63. fall					
44. tell						64. hot					
45. their						65. kind					
46. upon						66. say					
47. very						67. show					
48. warm						68. these					
49. why						69. wash					
50. wish						70. think					
II - C											
51. because											
52. grow											
53. hold											
54. keep											
55. once											
56. own											
57. read											
58. small											
59. use											
60. well											
II - C											
61. done											

DOLCH WORDS

III - A						
1. carry						
2. full						
3. hurt						
4. only						
5. six						
6. which						
7. write						
III - B						
8. both						
9. eight						
10. ten						
11. don't						
12. draw						
13. goes						
14. myself						
15. try						
16. today						

BC



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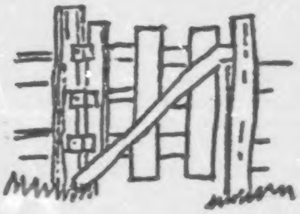

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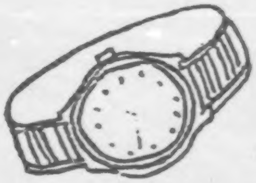

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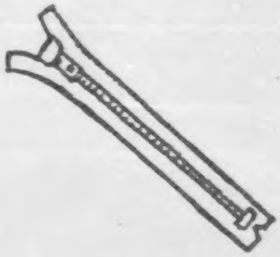

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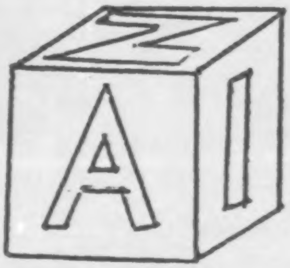

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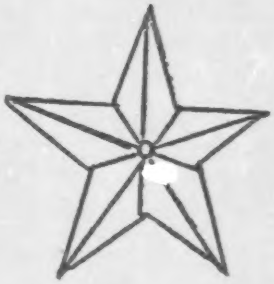

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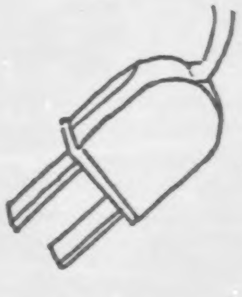

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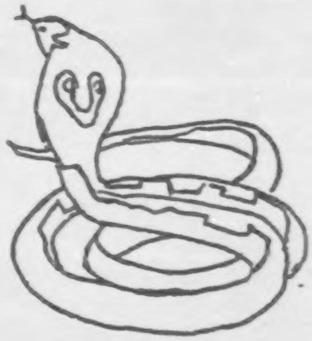

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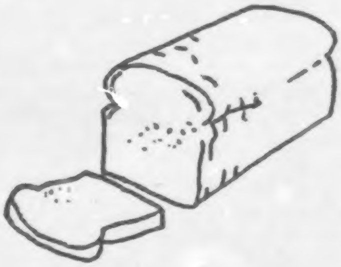

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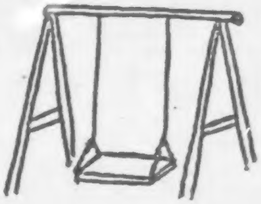

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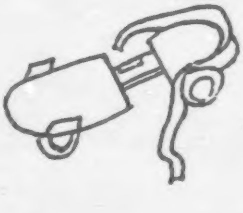

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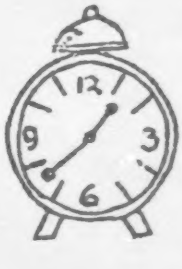

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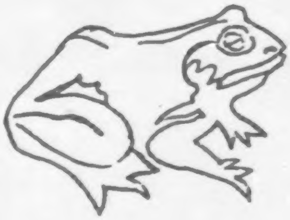

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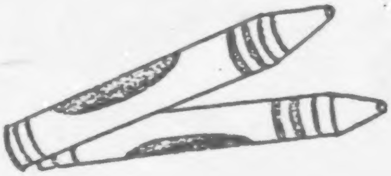

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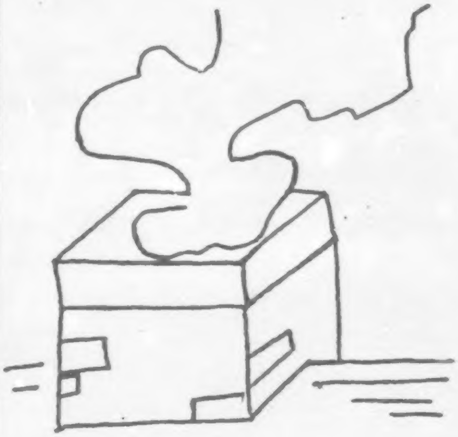

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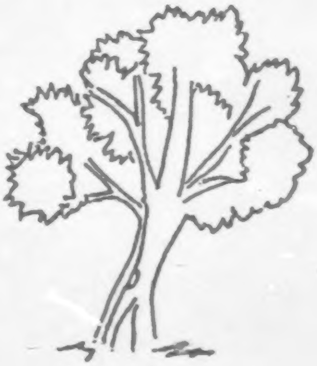

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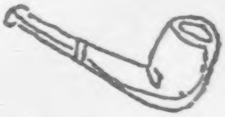

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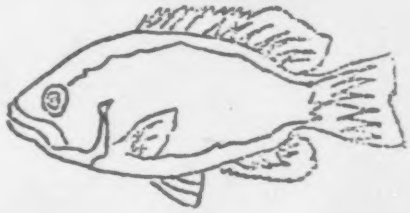

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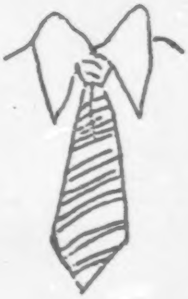

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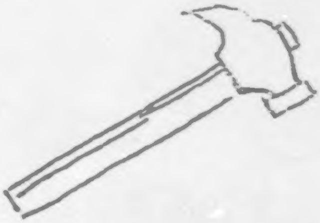

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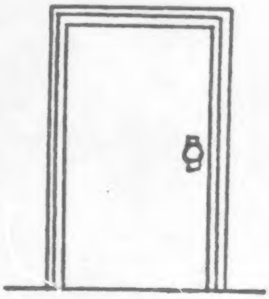

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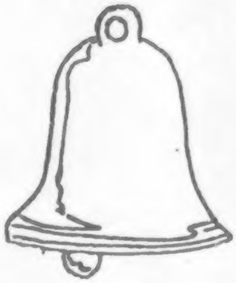

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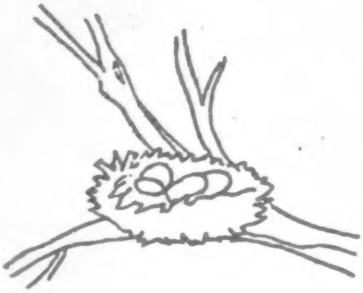

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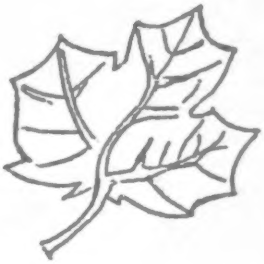

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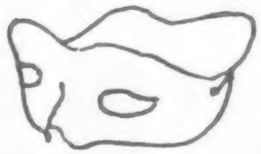

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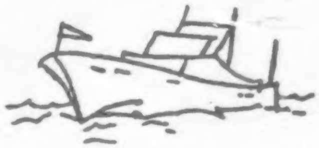

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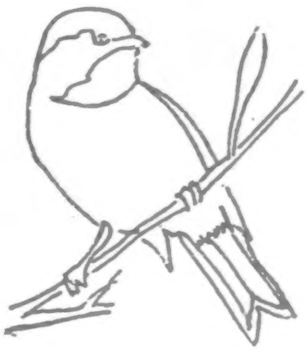

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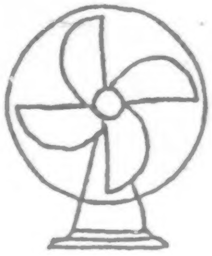

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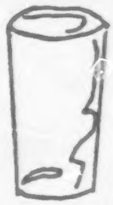

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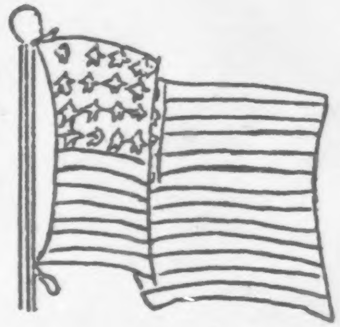

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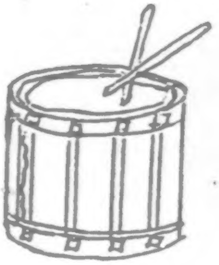

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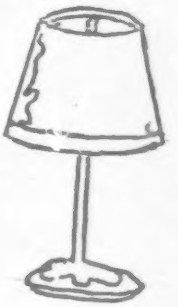

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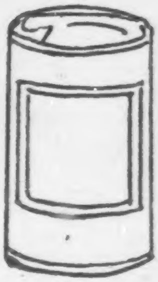

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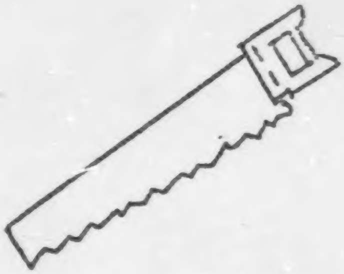

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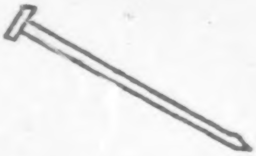

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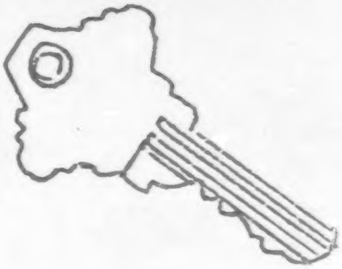

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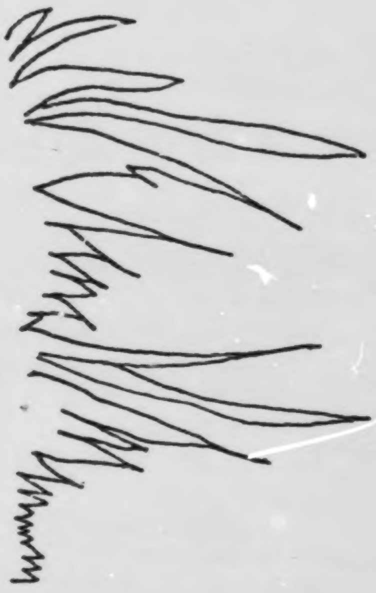

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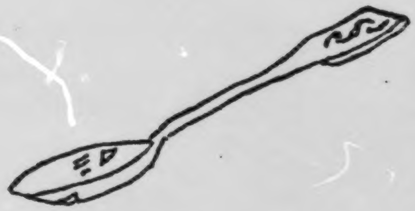

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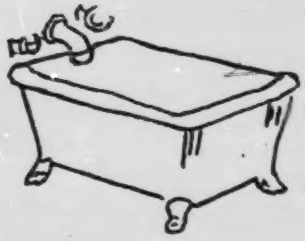

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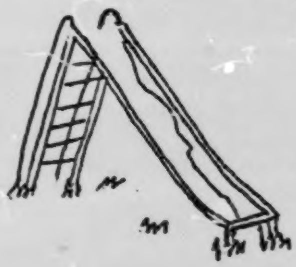


BLENDING WORDS (SIGHT)

SUBTEST #24

A.	sneak	sn ea k
	med	m e d
	gat	g a t
	kroon	kr oo n
	gloat	gl oa t
	glister	gl is ter
	strake	str a ke
	whiff	wh i ff
	sprat	spr a t
	trek	tr e k

BLENDING PHONETIC ELEMENTS

SUBTEST #25

robber	rob ber
letter	let ter
barnyard	barn yard
handsome	hand some
whenever	when ever
evergreen	ever green
napkin	nap kin
chimpanzee	chim pan zee
entertain	en ter tain
ambulance	am bu lance
demonstrate	dem on strate

DOUBLE VOWELS-DIPHTHONGS

SUBTEST #26

seam
lain
moat
bail
beet
doom

noise
bout
bowl
plow
louse
fowl
lawn
boy

PREFIXES

SUBTEST #27

refund	re fund
contest	con test
depress	de press
dislike	dis like
compress	com press
unpack	un pack
export	ex port
pretend	pre tend
protest	pro test

SUFFIXES

SUBTEST #28

richness	rich ness
correction	correc tion
clearance	clear ance
shipment	ship ment
cupful	cup ful
joyous	joy ous
lovable	lov able
servant	serv ant

PREFIXES-SUFFIXES

SUBTEST #29

dis agree able

disagreeable

un fair ness

unfairness

en roll ment

enrollment

STUDENT ______________________ DART ______________________

TEACHER ______________________ SCHOOL ______________________

STRENGTHS WEAKNESSES

WYANDOTTE COUNTY COMPREHENSIVE
SPECIAL EDUCATION COOPERATIVE

Name:________________________

Birthdate:________________________
(mo) (day) (year)

Grade:________________________

Age:________________________

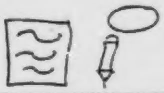
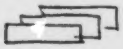
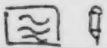
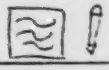
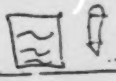
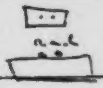
Deficits	Behavioral Objectives	Materials	

SEC D. T3

Student's Name: ____________________ Week: ____________________

Teacher or Counselor: ____________________

			When Applicable	
Objectives (Deficits)	Activities & Materials	Procedures	No. Poss.	No. Right
Day ----------				
Day ----------				
Day ----------				

	Activity	#	☺ correct	🕒 time
1.	Shari read list words Bobby clap if 'n' word not clap if not	10	10	
2.	 each line	60	60	
3.	 is			
4.	Circle all -is- 	15	15	
5.	 Write -is-	7	7	
6.	Let's Read pp 14-15	2	2	
7.	Count 1-10 outloud 1-20 Shari then Bobby	10 20		
8.	 and 	7		

Student ________________ DART ________________ SEC-D LAP-3
School ________________ Teacher/Tutor ________________
Week of ________________

Date	Projected Lesson Plans	Comment and Progress
	Skill	
	Act.	
	Mat.	Time Expended
	Skill	
	Act.	
	Mat.	Time Expended
	Skill	
	Act.	
	Mat.	Time Expended
	Skill	
	Act.	
	Mat.	Time Expended
	Skill	
	Act.	
	Mat.	Time Expended

APPENDIX - A

III. Student-Teacher Recording, Feedback Forms

CONTRACT

I, John will complete each class seatwork assignment within a certain period of time with 90% correct.

I will fill out my own score card and have Miss Crockett fill in the percent correct. Each day I will graph the total number of points earned by finishing on time with 90% correct.

By completing my assignments correctly and on time I will earn certain free time activities.

Signed,

____

Name ________________________________

Date

____

Subject	completed	% correct

APPENDIX - A

IV. Classroom Management Suggestions Packet for In-Servicing

TITLE: Diagnostic And Resource Teacher (DART)
(Learning Disabilities Teacher)

QUALIFICATIONS: Valid Kansas Learning Disabilities Certificate
36 Graduate Hours in Special Education, Learning Disabilities.

REPORTS TO: Don Lamb

SUPERVISES: Self Team Approach with Psychologists and Teachers.

JOB GOAL: To develop and implement prescribed learning programs to be used by the classroom teacher to aid in the remediation of educational deficiencies of children with learning disabilities.

PERFORMANCE RESPONSIBILITIES:

1. Use established criteria for selecting and identifying children with learning disabilities.
2. Administer criterion based educational tests to determine strengths and weaknesses of referred students.
3. Assist classroom teachers in finding appropriate referral agencies for children with severe sensory deprivations.
4. Prescribe appropriate methods and/or materials for school and home use to remediate children's educational deficiencies.
5. Observe student in-class behavior, both educational and social.
6. Assist teachers in selecting and adapting instructional materials and methods for children.

7. Provide when appropriate, individual educational instruction for identified students, with the teacher assuming the primary role of instructor as soon as feasible.
8. Re-evaluate referred students when services are terminated or at the end of the school year.
9. Evaluate the effectiveness of the DART in terms of pupil accomplishment.
10. Conduct in-service workshops.
11. Attend relevant staff, and professional meetings.

TERMS OF EMPLOYMENT: Regular academic year. Salary and work year to be according to the current schedule.

EVALUATION: Performance of this job will be evaluated by; Don Lamb, Teachers, and Principals.

Job Description for DART's

The primary role of the itinerant learning disability teacher ("DART"- Diagnostic And Resource Teacher) will be to develop and implement a prescribed learning program to remediate educational deficits of children with learning disabilities. The emphasis of the program will be to develop methods and materials to help the regular classroom teacher remediate the child's educational problems so the DART can serve more children.

In order to more fully describe the role of the DART the following six integral parts of the program are outlined.

I. Criteria for selecting the Learning Disability Child

(to be established in collaboration with the school psychologist, the head of the Wyandotte County Co-op., and the DART.)

A. The child will be of normal intelligence or above, or will have no more than one standard deviation below the norm on a standardized intelligence test.

B. Any child who is functioning educationally one year or more below his potential achievement will be considered as a candidate for the program.

C. Any child who's behavior is interfering with his learning or whose placement in an emotionally disturbed classroom is not warranted will be considered as a candidate for the program.

D. A child with a servere sensory deprivation will not be considered for the program. The DART would help the teacher find the appropriate referral agency.

II. Assessment and Diagnosis

A. It will be the job of the DART to administer criterion-based educational tests to the referred student.

B. The DART will interpret the test results to determine strengths and weaknesses of the referred students.

C. The DART will re-evaluate the referred students when services terminate or at the end of the school year.

III. Prescriptive Teaching

A. To remediate the child's educational deficits the DART will prescribe appropriate methods and/or materials for school and home use.

B. The DART will assist teachers in selecting and adapting materials and methods for an individual child or a group of children.

IV. Conferences

Conferences with teachers, parents, administrators and other educational specialist will be an integral part of the Learning Disability program. Consultations with parents and teachers on a continuing basis will be held to evaluate the effectiveness of materials and methods which have been recommended so that adjustments in the child's educational program can be made.

V. In-service

A. The DART will participate in the pre-school teacher workshops.

B. The DART will participate in ongoing in-service meetings at the building and district levels.

C. The DART will be available for staffing and meetings at the Co-op level on Monday's and Friday's.

D. The DART will be available for speaking to community groups to explain the program. (PTA, Church Groups, etc.)

VI. Evaluation of Learning Disability Program

A. The DART will report progress and discuss problems with each building principal involved.

B. All records will be maintained so that administrators of the Wyandotte Co-op can review the current status of the program.

C. A daily journal will be kept by the DART and will be available for inspection by the appropriate administrator at the district level or the Co-op head.

D. Evaluation forms will be available for the DART who wants teacher and principal appraisal of their services.

SUGGESTIONS FOR DISRUPTIVE BEHAVIORS

DAILY REPORTING FORMS:

1. HAPPY GRAM - Half sheet of paper with happy faces on the top for letterhead. Only positive comments.

2. DAILY REPORTING FORM - This is a daily type of reporting form that can be used with problem children (or any child). The top half of the card is for Behaviors and the bottom half is for Academics. If the report happens to be a bad one and you're worried about the child getting it home, you could request a signature on the back, and it's return the next day.

Acceptable behavior at school today

Unacceptable behavior at school today

Much progress in the area of____________

No progress in the area of______________

DAILY REINFORCEMENT IN THE CLASSROOM:

1. L'eggs - Get about 10-12 of these little containers or whatever else would be handy and write notes to the children, hide them in the egg, then hide them in the child's desk at the end of the day. Keep a chart of who gets an egg with a star for each time. After so many stars (5,10 or whatever) the child gets a privilege - games - films - etc.

   (This idea is from Mrs. Conrad - 2nd grade, Hazel Grove)

2. Flowers can be placed on each child's desk. Make sure the flowers have

___ ☺ Acceptable behavior at school today

___ ☹ Unacceptable behavior at school today

___ ☺ Much progress in the area of ________

___ ☹ No progress in the area of ________

___ ☺ Acceptable behavior at school today

___ ☹ Unacceptable behavior at school today

___ ☺ Much progress in the area of ________

___ ☹ No progress in the area of ________

___ ☺ Acceptable behavior at school today

___ ☹ Unacceptable behavior at school today

___ ☺ Much progress in the area of ________

___ ☹ No progress in the area of ________

___ ☺ Acceptable behavior at school today

___ ☹ Unacceptable behavior at school today

___ ☺ Much progress in the area of ________

___ ☹ No progress in the area of ________

___ ☺ Acceptable behavior at school today

___ ☹ Unacceptable behavior at school today

___ ☺ Much progress in the area of ________

___ ☹ No progress in the area of ________

___ ☺ Acceptable behavior at school today

___ ☹ Unacceptable behavior at school today

___ ☺ Much progress in the area of ________

___ ☹ No progress in the area of ________

___ ☺ Acceptable behavior at school today

___ ☹ Unacceptable behavior at school today

___ ☺ Much progress in the area of ________

___ ☹ No progress in the area of ________

___ ☺ Acceptable behavior at school today

___ ☹ Unacceptable behavior at school today

___ ☺ Much progress in the area of ________

___ ☹ No progress in the area of ________ a pliable stem. When the child is not showing the proper behavior, instead of a verbal reprimand, his flower is turned down.

(This idea is from Ms. Farr, Fairfax School)

3. For an individual, a pegboard may be secured, filled full of pegs and the behavior that is in question may be talked over with the child. Each time that behavior is emitted, a peg is taken out (it could be more than one peg, depending on the child and the behavior or behaviors). The child is told how many he can lose. If the child is successful in keeping a certain amount of pegs, then a special privilege can be given to the child, a happy gram or the daily reporting form can be sent home.

RATING SCALE (For teacher use and information)

For purposes of self-evaluation, the teacher may make up a questionnaire of four or five questions with yes or no answers to give the children. This gives the teacher a frame of reference in which to make changes in her curriculum, etc.

Sample questions:

1. Does your teacher have time for you?
2. Can you ask your teacher a question when you don't understand something?

The questions would be designed to survey the things you are interested in finding out from your students.

GROUP CONTROL - Point System

See attached packet

POINT SYSTEM

1. Write down three things that "bug" you the most. Things the children do that you find annoying. (These will be ways of losing points)

2. Write down three things the children do that "please" you. (These will be ways of earning points)

3. Make a list of "reinforcers" that are available in the room or the school. Preferably your room.

4. Make a list of the behaviors that you are interested in eliminating or improving.

5. What classroom work are you interested in improving?

6. What areas do you have set up as learning centers in your room? (i.e., science, games, reading, math) These areas can be used as reinforcement, set them up if they don't exist, or the existing areas can be revamped. These areas can be used to earn or spend the points.

7. Make a list of the things kids don't like to do.

SUGGESTIONS

REINFORCERS AVAILABLE IN THE ROOM TO SPEND POINTS ON (COST)

1. Line leader
2. Opening exercise leader
3. Taking lunchslip down to office
4. Any monitor
5. Clean erasers, wash blackboards (these are reinforcers only if they are done during the day, NOT after school. If they are done after school, it becomes a punisher.)
6. Write at the board
7. Take notes to office for the day
8. Welcome people who come to the door - room greeter
9. Pass out notes at end of day to other children (PTA notes, etc.)
10. Stamp happy faces on papers while you're grading papers
11. Cut out letters for bulletin boards
12. Sit in teachers chair or work at her desk for an hour, or the day
13. Sit wherever you want for a week
14. Clean overhead projector
15. Mystery prize
16. Monitor to check desks
17. Principal's helper
18. Extra restroom privileges

19. Working in library (spend points to leave room, earn points to do extra report in library)

20. Free time

21. Leaving school five minutes earlier

OTHERWAYS OF COSTING POINTS

22. Fighting

23. Being anywhere you are not supposed to be at anytime

WAYS TO SPEND OR COST POINTS IN THE VARIOUS AREAS OF THE ROOM

Reading Corner:

1. Reading games
2. Tutoring
3. Reading to kindergarten or first grade class

Math Corner:

1. Using math games - commercial or teacher made

Science Corner:

1. Chance to work with science equipment, do an experiment
2. Water plants
3. Feed fish or any other animals in the room

COSTING POINTS is both positive and negative. It can be positive by giving up points voluntarily for something desired; and it can be negative by losing points for inappropriate acts.

RULES - POINT CARDS

Just like anything else, you will find that your point system will have to have some basic rules. These you can make up as you go along or as the need arises.

One way of keeping track of the points so that it does not work a hardship on the teacher is having point cards about the size of a bookmark that each child is responsible for. These can be taped to the desk or just given to each child. The card will be divided in half, one side for earned points and one side for cost, or lost points.

One basic rule might be in relation to lost cards.

Primary grades - point system - points given in multiples of 1

Upper grades - point system - points given in multiples of 5

When a card is lost that could be minus so many points or the child cannot participate in that day's buying session - or whatever you may decide.

SOCIAL REINFORCERS

These are what you normally do when you give a compliment to someone. You don't say "My you look nice" and have a sorry expression on your face -- you smilingly say, "My you look nice". The following are social reinforcers and should be paired all the time with whatever reinforcement you use -- be it verbal or physical.

1. Hugs
2. Winks
3. Kisses
4. Pats on the back
5. Smiles
6. Verbal praise
7. Handshakes

HANDY TIP

In setting up what will cost and what will earn points, it may be better to have more academic things to earn points than behaviors, because you will avoid this ...

TEACHER - "I'm going to give Jean 5 points for being in his seat and working nicely."

QUIET STUDENT - "I was working too, why don't I get 5 points?"

Teacher gives "quiet student" 5 points, which in turn triggers a chain reaction from other students who voice the same complaint.

The teacher could solve this in a number of ways:

-- Quiet student loses points for talking out (which is a legitimate way)

-- More important, don't give only one person points. Make sure you call several names for this behavior. It is not necessary to give points everytime you turn around, verbal praise is itself a reinforcer.

REMEMBER!

Whether or not you are using the point system whatever you are doing, you MUST be CONSISTENT AND OPENMINDED. If you find something is not working, don't drag it along, be willing to make a change, BUT YOU must be consistent in your rewarding of the children for the things they do well, or in CONSISTENTLY taking points away for not doing well.

EXAMPLE OF POINTS

Earn Behaviors		
1.	Coming to class	1
2.	On time for class	2
3.	Completing assignments	1
4.	Keeping desk clean	1
5.	Lining up quietly	1
6.	Working on assignments	2
7.	Perfect papers	4
8.	Responding correctly to teacher	1
9.	Clean nails and hands	1
10.	Showing manners	2
11.	Playing and sharing together on playground	5
12.	Doing work at home	5
13.	Reading a book	5
14.	Writing a spelling sentence	5

Cost Behaviors		
1.	Morning recess	2
2.	Afternoon recess	2
3.	First speakout	1
4.	Second speakout	3
5.	Extra drink	2
6.	Class helpers	2
7.	Special sitting place	2
8.	Leaders	9
9.	5 minutes free time	4
10.	Not working	5
11.	Playing with tokens	2
12.	5 extra minutes of recess	6
13.	Dismissal 5 minutes early	6

LET'S BEGIN!

1. After you have finished answering the questions, start with # 1, 2 and 3. Make a Cost and Earn Chart with these lists.

   These Cost Points

   1. Fighting--30 points
   2. Lunch monitor--10 points
   3. Sit by a friend--15 points

   These Earn Points

   1. Extra seatwork--5
   2. 100% paper--20 points
   3. Paper with 1 wrong--15 points
   4. Paper with 2 wrong--10 points

   Make sure that you can earn enough points to buy something. Don't have the cost on things you want the children to do too high and the points they can earn low.

2. Explain the point system to the children.

   "We're going to play a new game..."

   "How would you like to do anything you want to in the class?"

   "I like some of the things you do, and I'd like for you to know when you do nice things, so we're going to start a new system..."

   Explain that they can do anything they want, but it'll cost them. Start out by giving as many points as possible.

3. Ask the children if they have three things they would like to add to each list or chart. Other things are added periodically as the class and teacher begin to feel comfortable with the point system or as necessary.

4. If you're a bit skeptical, set aside an afternoon that you will "practice" the point system and see how it works.

5. Explain that anything they do is fine, BUT it will cost. Be sure they understand HOW they can earn and HOW they can spend.

THINK POSITIVE AND AT LEAST GIVE IT A TRY!

Check Sheet - A Type of Token Reinforcement

By Madeline Weghorst

In my classroom, I use a form of reinforcement based on verbal praise teamed with a sheet of paper with 100 numbered squares on it (see separate sheet). I have found it works well and is easily adaptable to different situations.

1. Each student is given a check sheet with their name on it. They can make covers if they like, or you can run it off on colored paper, or whatever will make your class enthusiastic about it. I like the size because it can be taped to the desk, or carried in a pocket or book.
2. It is based on lengthening the time to the actual "pay" for work done. My class uses sheets with 100 squares because I am working them up to waiting a week or so before being paid. (In preparation for waiting for a pay check). You could use a sheet with 25 or 50 checks.
3. Students receive checks (or stars, or happy faces or an X) in each blank square as they do work or tasks assigned. I give checks for sitting in desks within 1 minute after the direction was given, for starting work, continuing work without distracting others, for finishing a job or paper, of for coming to an activity, being attentive, etc. I also have a special goal for several of my students (that is a behavior I want to strengthen) and will give them extra checks when I see that behavior. There is always a lot of verbal praise accompanying a check. My students are on a variable ratio of reinforcement, that is I don't always give checks for certain behaviors, but a good percentage of the time I do.

4. I never take a check away, however, if I see a behavior I don't like, I ignore that student and reinforce the others for doing what they should by giving a large "bonus" of checks (3-5).

5. Finishing your check sheet: Many things can be used as reinforcement, basically whatever turns your students on, whatever they would work to have. My students helped make the decision on what they get, and then they can always choose between several things. My class can choose a new class job, to move their desk next to someone they want, to have free time during any time of the day they choose (15-30 minutes), or have a stick of gum. They also receive cheers and congratulations from the class and a badge to wear. Sometimes now, these are the important reinforcers rather than the ones they "choose".

6. If someone loses their check sheet, or takes it home before it is finished, he has to start a new one. In my class, I give the checks, if they give them to themselves, I tear up the check sheet and they have to start a new one.

7. If you wanted to keep track of the occurrence of certain behaviors, you could use a certain color or type of mark to denote different kinds of behavior.

8. I have the numbers written in the boxes because of the extra number work or practice it gives my students — they always are figuring out how many more before I finish.

NAME:

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Date Started ____________________

Date Ended ____________________

Special Goal ____________________

Reinforcement Chosen ____________

Good Work!

BEHAVIOR PROJECT

STEP ONE

Write down what the child does that is "bugging" you or what you want him to improve in. Define it so a second person can do or observe exactly what you say.

EXAMPLE

	Wrong		Correct
1.	Hyperactive	1.	Out of seat constantly, bothering neighbors by picking at them or fighting. Not on task.
2.	Poor working habits	2.	(Specify) Does not get book out on time. Does not head paper correctly, errors in reading, errors in computation.

STEP TWO

You will need to establish a time period that will be convenient for you to observe this behavior. A time that the behavior is occuring most frequently or that you think it is.

or

A subject area that needs improving.

STEP THREE

You will need an indication of the level he is performing this behavior on through

1. Grades from gradebook
2. Observation of about 5 days or until a trend in the behavior has been established. Have a second observer (principal, another teacher, etc.) record the behavior simultaneously at least once with a 90% or better accuracy.

STEP FOUR

What do you think you can do to effect a change in the desired area?

Examples: Privileges
Praise
Positive Notes Home

STEP FIVE

How are you going to measure progress?

- a. Grades - Permanent Product
- b. Time period - The number of times the behavior is done in so many minutes (which takes up quite a bit of time)

  OR

  At the end of "x" minutes, check behavior.

STEP SIX

After you measure an improvement, and have a second person verify this improvement, how do you know what you did worked? Maybe he felt like improving just as you began your intervention.

STEP SEVEN

(a) Try the same treatment on another child
another behavior
or subject area.

(b) Take out the treatment and see if the child's behavior goes back to the original level.

STEP EIGHT

Put treatment back in record behavior with 2nd observer's verification. When behavior is on the level you want, continue to reinforce for good behavior, but gradually begin to decrease after a period of time. Behavior should maintain at an acceptable level.

Mrs. Korb -- 2nd Grade -- Glen Iris

BEHAVIOR CHANGE PROGRAM FOR MARK MARTIN

Equipment: plastic chips, timer, record sheets, happy-face cards, tangible rewards each Friday for entire class, such as candy, nuts, chewing gum, etc.

You have kept a record of the number of times Mark has hit a child or has had a tantrum each day for the past 5 days. Please record this information below:

No. of	Thurs. Nov.18	Fri. Nov.19	Mon. Nov.22	Tues.Nov.23	Wed.Nov.24
Hitting	3	1	4	4	3
Tantrums	4	2	5	3	4

On Monday, Nov. 29, explain to Mark that you want to help him quit having tantrums at school and quit hitting other children. Tell him that beginning the next morning (Tuesday) you will give him a plastic chip at the end of each hour he spends in school without having a tantrum or hitting anyone. If he does either of these during the hour, he fails to get a chip for that hour. If he gets a chip each hour (6 per day) he will get to lead the line to go home at 2:00 p.m. Otherwise, he cannot lead the line. Give him chips regularly on the hour (you can set the timer to remind you), if he has earned them, and help him (if he needs help) to string them up where everyone can see them. Be sure you keep your own record of chips as you give them. (see record sheet)

Immediately after Mark has earned his first chip, tell the class that Mark is earning chips for not hitting and not having tantrums. Say that Mark will get to lead the line to go home on days he does not hit or have a tantrum. Tell them that they will all get something nice on Friday afternoon if Mark earns enough chips during the week. Tell them that you will write on the board the number of chips Mark must get during the week for them to get something nice on Friday.

If Mark earns a chip during an hour, praise him when you give him the chip saying something like "I'm glad you've earned a chip. It's nice when you don't have tantrums and don't hit." You will need to vary your comments but let him know you are pleased.

If he does not get a chip at the end of the hour because of tantrum or hitting behavior, he will have been taken to Time out (see description). When he fails to get a chip, tell him at the end of the hour in a matter-of-fact manner that you are sorry he has not earned a chip for that hour but you hope he will for the next one.

Late Friday afternoon (about 1:45), help Mark count the chips he has earned during the week and compare them to the required criterion on the board. If he has earned enough, announce to the class that he has earned the required number and that he will pass out the treats to everyone. If he has not earned enough, quietly tell him that you are sorry he hasn't earned enough chips this week and you hope he will earn enough next week to give out treats. If he has earned his criterion, fill out a Happy Face card to send home to his mother. If not, do not send a card. For each day he is absent, reduce the criterion by 6 chips.

Time-out procedure is to be used immediately following tantrum or hitting behavior. The goal of time-out is to remove the child from the possibility of gaining any reward for his misbehavior. He should be removed to a place that is safe but as dull and unstimulating as possible and should receive as little attention from other people as possible. The principal, Mr. Moreno, and the counsellor, Mrs. Morris, have agreed to take Mark to Mr. Moreno's upstairs office just as quickly as possible after a call from you. Do not wait. Send for them just as soon as he looks as if he is about to cry or appears to be going to hit another child. You may call them a few time unnecessarily but it will be worth it to have them there to remove him the instant the misbehavior begins. Don't worry if you can't always anticipate problem behavior, but call them as soon as you can. As much as possible, ignore his behavior until they arrive but always be ready to stop his aggression toward another child if necessary.

In time-out, he should stay 3 minutes, preferably without the presence of the adult, with his 3-min. period beginning after he becomes quiet. He should be told how long he must stay. Return him to the classroom with little if any comment.

****

Remember that this procedure is a trial; we may need to modify various aspects of our procedure if it does not change his behavior. However, we need to be as consistent as possible in applying this first procedure, so we can determine where the "bugs" are and remedy them.

J. Crowder

APPENDIX - A

V. Consumer Satisfaction

Dear teacher and principals,

The Diagnostic and Resource Teachers are interested in improving the DART program and services. Your honest participation in this evaluation would certainly help the department reach this goal.

Below is a list of items. If the DART has not served you in a certain area please circle NA, otherwise we ask that you evaluate our services on a range of 1, poor, to 5, very good.

Please return this evaluation to the following DART.

____
Special Education Center
4915 State Avenue
Kansas City, Kansas 66102

1. Attitude of DART NA 1 2 3 4 5
2. DART was well organized and used time wisely. NA 1 2 3 4 5
3. DART assessed the child's performance. NA 1 2 3 4 5
4. DART specified areas in which the child needed help. NA 1 2 3 4 5
5. DART provided effective materials. NA 1 2 3 4 5
6. DART was an effective resource person to the classroom teacher. NA 1 2 3 4 5
7. DART planned an adequate number of conferences with the teacher concerning the student and his progress. NA 1 2 3 4 5
8. DART planned parent conferences. NA 1 2 3 4 5
9. DART was effective in organizing and coordinating parent and student tutors. NA 1 2 3 4 5
10. DART was effective in working with students. NA 1 2 3 4 5
11. DART was effective in working with Teacher. NA 1 2 3 4 5

Teacher Response:
Good points

Needs improvement:
Any ideas that might be beneficial in planning the DART program for next year?
Misc:

Workshop Evaluation

Name of Evaluator: ______________________________
(not required)

Title of Workshop: ______________________________

____

____

We are interested in receiving feedback on several issues related to this workshop. Would you please circle the number which is closest to the answer you would give each question. Your comments will also be greatly appreciated.

1. Are you a:
    1) student in the master's program
    2) graduate from our master's program
    3) staff
    4) guest

2. How would you rate this workshop, in general? Poor 1 2 3 Excellent

   Why: ______________________________

   ____

   ____

3. Was the workshop of interest to you? Not at all 1 2 3 Very much

   Comments: ______________________________

   ____

   ____

4. Was the workshop presented in an interesting manner? No 1 2 3 Extremely

Workshop Evaluation Cont.

Comments:

5. Did you learn anything new? Nothing 1 2 3 Very much

Comments:

6. Were the issues presented important? Not at all 1 2 3 Very much

Comments:

7. Do you think the ideas presented will be of use to you? Not at all 1 2 3 Very useful

Comments:

8. Do you think the pace of the workshop was: too fast 1 just right 2 too slow 3

Comments:

9. Things I would like to see presented at another workshop, or things I really liked about this one:

Workshop Evaluation Cont.

10. Things I would not like to see repeated at another workshop:

11. How would you evaluate the presenter? What suggestions do you have for their improvement? or, In what aspects was the presenter exceptional?

12. Additional Comments:

OUR THANKS FOR COMPLETING THIS EVALUATION FORM!!

APPENDIX B

I. Consulting Teacher
II. Application Form
III. Sample Letter of Acceptance & Rejection, Interview Questions
IV. School of Education Regulations for Doctoral Students
V. School of Education Requirements for Doctoral Students

APPENDIX - B

I. Consulting Teacher

THE CONSULTING TEACHER

A. Name of Program Research - where located

The name of this program is the
--Consulting Teacher Training Program--
Dart Program (Diagnostic and Resource Teacher)
It is located at the Juniper Gardens Children's Project
2021 North Third Street, Kansas City, Kansas

B. Program Objective

The purpose of this program is to train Consulting Teachers to assist school personnel and parents in remediating academic and social behaviors of exceptional children.

C. Type of Research Programs

This program utilize applied behavioral analysis with emphasis on school and community research. Certain curricula materials are also used for assessment of deficits and for planned prescribed remediation.

D. Population Served

Exceptional students from kindergarten through the twelfth grade in the Kansas City, Kansas School District, Shawnee Mission School District and the Shawnee Height's Unified School District are served.

E. How Served

This training model emphasizes operative aspects of programming for the exceptional child through his regular classroom teacher thus removing the necessity of direct intervention by special services.

The Consulting Teacher, therefore, trains the regular classroom teacher or the Special Education Teacher to program for the exceptional child's needs, by modeling, by shaping and through the use of resource materials.

F. Type of Training

The coursework is an interrelated program between Special Education, Human Development and Education with an emphasis on operant techniques, curriculum methods and materials. Practical training in supervised practicums in the community and school is experienced which relates directly to the University of Kansas coursework.

G. Length of Training

Since this is a competency based program, length of time varies. Generally, the M.S. program will take from one to two years, the Ph.D. or Ed.D. program will take from two to four years. Refer to the University of Kansas Graduate Catalog for further description of graduate requirements.

H. Staff

The staff affiliated with the project has expertise in the following areas: Applied research, operant techniques, curriculum methods and materials, teacher training and child psychology.

I. Stipends

Stipends are as follows:
M.S.--$2,000 - $3,000 per year; Ph.D. or Ed.D. -- $3,000 - $5,000 per year.

J. Acceptance Criteria

For acceptance into the Masters or Doctoral Program in Special Education or Human Development through Juniper Gardens, a candidate must meet the requirements, of the graduate school and must have completed two or more years of successful teaching at the elementary or secondary level or have had other related school experience such as work as a school psychologist, a counselor, or an administrator. Three letters of recommendation, a vita and an interview are also required.

Those candidates possessing a basic knowledge of operant technology and some demonstrated research skill are given priority.

K. Application Procedures

1. For a M.S., Ed.D. or Ph.D. degree in Special Education apply to:

Department of Special Education
University of Kansas Medical Center
39th and Rainbow Blvd.
Kansas City, Kansas 66103

2. For a M.S. or Ph.D. in Human Development and Family Life, apply to:

Dr. James Sherman
Department of Human Development and Family Life
Haworth Hall
University of Kansas
Lawrence, Kansas 66045

3. In addition to the above procedures, all interested candidates should submit a letter stating their interest in the program, their educational background and their professional experience to:

Dr. Jasper W. Harris
Juniper Gardens Children's Poject
2021 North third Street
Kansas City, Kansas 66101

APPENDIX - B

II. Application Form

Application Form
for
1974-75
Graduate Assistantship
Department of Special Education
University of Kansas

Program Objective
Masters Degree ☐
Doctoral Degree
Ph.D. ☐
Ed.D. ☐
Professional Improvement ☐

NAME ______________________ DATE SUBMITTED ____________
Last First Middle Initial Mo. Day Year

CURRENT ADDRESS ______________________ ____________
Street City State Zip Code

PHONE NUMBER ______________ DATE OF BIRTH ______________
Area Code Number Month Day Year

Optional Data

Marital Status: Married ☐ Divorced ☐ Widowed ☐

Sex: Male ☐ Female ☐

Dependants (According to IRS Standards): Number ________

Ethnic Background: ______________________

Financial Need: (Provide whatever information you feel will be helpful to the review committee. Attach additional pages if necessary.)

____
____
____
____
____
____

Area of Study: (Check One)

Administration ☐
Mental Retardation ☐
Learning Disabilities ☐
Deaf ☐
Emotional Disturbance ☐
Crippled and Other Health Impaired ☐
Special Interests Requiring Experiences Across Areas:
Describe: ____
____

Academic Background:

	College	Location	Major	Years	Degree
1.					
2.					
3.					
4.					
5.					

Experience Background: (List most recent first.)

	Position	Employer	Location	Years
1.				
2.				
3.				
4.				
5.				

Related Experience: Describe any experiences relevant to exceptional children not covered above; i.e., volunteer work, part-time employment, youth work, etc.

Career Goals: If more than one is checked, please indicate priority; e.g. 2 1 ....

☐ Teacher training
☐ Research
Classroom teaching
☐ Elementary
☐ Secondary
☐ Administration
☐ Consultation
☐ Governmental: Describe ____________________
☐ Other: Describe ____________________

Directions for Submitting Application: Prior to being considered for a Graduate Assistantship you must complete the admissions process. Following is a list of the steps involved in the admissions process.

☐ 1. Completion of the Application for Admission to the Graduate School. (This form can be obtained from the Special Education Department office.)

☐ 2. Official results of the Graduate Records Examination (applicants to doctoral studies only).

☐ 3. Description and evidence of teaching and education-related experience.

☐ 4. Two official transcripts of all previous college/university coursework.

☐ 5. Three letters of recommendation pertaining to the applicant's capabilities for academic study and professional performance.

☐ 6. A statement prepared by the applicant indicating his or her objectives for graduate study and professional career goals.

All applications and related materials should be mailed to the following address:

Department of Special Education
Herbert C. Miller Building
Room 436
University of Kansas Medical Center
Kansas City, Kansas 66103

NOTE: All recipients of Graduate Assistantships from the Special Education Department are required to work on projects assigned by the department. The amount of time will vary. However, typically the amount will range from 10 to 15 hours per week. Since this is a condition of all departmental awards, indicate your awareness of this condition and your agreement to it by signing in the following space.

____
Signature

____
Date

Have you been awarded financial assistance for the 1974-75 school year from any public source? Yes_____ No_____ If yes, describe.

____
____
____
____

Are you an applicant for financial assistance for the 1974-75 school year from any public source? Yes_____ No_____ If yes, describe.

____
____
____
____

APPENDIX - B

III. Sample Letters of Acceptance, Rejection and Interview Questions

JUNIPER GARDENS CHILDREN'S PROJECT

A COOPERATIVE EFFORT OF
Northeast Community of Kansas City, Kansas
Bureau of Child Research, University of Kansas
Department of Human Development and Family Life,
University of Kansas

2021 North 3rd Street
Kansas City, Kansas 66101

May 29, 1975

Dear

We are pleased to inform you that you have been accepted into our Interrelated Masters of Science Program at the University of Kansas. If you decide to accept an appointment to our program, please provide us with a letter of acceptance by June 13.

The graduate school has informed us that an applicant to a graduate program must have filed an application with accompanied credentials in the Graduate Office before official acceptance into a specific graduate program is recognized. If you have not complied with this regulation, please write to the Department of Special Education, University of Kansas Medical Center, 39th & Rainbow Boulevard, Kansas City, Kansas and request and complete the appropriate forms.

May we take this opportunity to congratulate and welcome you to the University of Kansas, School of Education, Department of Special Education Interrelated Program. We are looking forward to a very exciting and productive year. You will be notified during the month of July as to the date of our first planning session.

Sincerely,

Jasper W. Harris
Research Associate
Director of Teacher Training Program

JWH:caa

JUNIPER GARDENS CHILDREN'S PROJECT

A COOPERATIVE EFFORT OF
Northeast Community of Kansas City, Kansas
Bureau of Child Research, University of Kansas
Department of Human Development and Family Life,
University of Kansas

2021 North 3rd Street
Kansas City, Kansas 66101

Dear

After evaluating your academic and experiential records, the Department of Special Education Interrelated Staff has approved your request for a program assistant award for the academic year beginning August 27.

As a program assistant, you will receive a total of $ for the academic year. This amount will be paid over a nine month period beginning August 27 and ending May 31. The financial aid will assist in the payment of non-resident or resident instructional fees. Funds in excess of instructional fees can be used to meet a portion of living expenses during the year and the summer. Your first check will be issued on October 15. Therefore, you should plan financial resources to pay the cost of first semester instructional fees for approximately one month.

If you decide to accept the program assistant award, please call our office (621-1712) for an appointment with Ms. Betty Smith, (2021 North Third Street, Kansas City, Kansas) to complete appointment forms.

May I take this opportunity to congratulate and welcome you to the University of Kansas, School of Education, Department of Special Education Interrelated Program. Please call (AC 913 - 621-1712 or write if you have any questions.

Sincerely,

Jasper W. Harris
Research Associate
Adjunct Assistant Professor

JUNIPER GARDENS CHILDREN'S PROJECT

A COOPERATIVE EFFORT OF
Northeast Community of Kansas City, Kansas
Bureau of Child Research, University of Kansas
Department of Human Development and Family Life,
University of Kansas

2021 North 3rd Street
Kansas City, Kansas 66101

March , 1974

Dear

Thank you very much for taking time from your busy schedule to come to Juniper Gardens for an interview. While our staff was very much impressed with all the candidates' professional experiences, recommendations, and academic records, we find, for financial reasons, we are just unable to accept all applicants who have applied.

We hope that even though you were not accepted into the program for the coming academic year, you will continue to use and chart your behavioral research in your classroom. Those persons selected for the program this year were ones who had carried out many research projects and possessed, as well as, demonstrated good facility in the terminology and its processes.

If we are able in the near future, to have a two year part-time Interrelated Masters Program as we have had the past two years, and if you are still interested in pursuing same, please advise and we will be happy to consider you as a prime candidate.

Again, we appreciate your interest in our program and sincerely hope that in future selection processes, your facility and demonstration of the science will afford you an opportunity for a more favorable decision.

Sincerely,

Jasper W. Harris
Research Associate
Co-Director of J.G.C.P.

JWH:caa

Suggested Interview Questions for Masters and Doctoral Aspirants

1. Since some of us have not had an opportunity to look at your credentials, would you please tell us a little bit about yourself.
   For example:
   - a. where are you from?
   - b. where did you go to school?
   - c. how long have you been teaching?
   - d. what other experience have you had?

2. Why do you want to pursue a Masters' Degree?

3. Do you feel a Masters Degree will make you a better teacher? If so, how?

4. What is your philosophy of eudcation?

5. What do you think of Behavior Modification?

6. Have you applied any Behavior Modification technology? If so, where and what procedures did you carry out?

7. What future professional plans do you have?

8. How would you provide for individual differences in the classroom?

APPENDIX - B

IV. School of Education Requirements for Doctoral Students

PROCEDURAL REQUIREMENTS
for
DOCTORAL STUDENTS
in
SPECIAL EDUCATION

The purpose of this outline is to provide doctoral level students with a sequential schedule of requirements necessary to complete a doctoral course of study in Special Education at the University of Kansas. The procedures in order of completion are as follows:

1. Fill out and submit an application for admission to the Department of Education of the Graduate School. Application forms are available from the major faculty adviser, or the School of Education, Bailey Hall, University of Kansas, Lawrence, Kansas 66044. Instructions for filling out the application are listed on the form.

2. After 12 graduate level hours have been completed at the University of Kansas, the student submits an application to become an aspirant for the doctoral degree. The student must submit a score from the verbal section of the Graduate Record Examination when aspirant application is made. The application form and additional instructions may be obtained from the major adviser.

3. If the application for aspirant is approved, the student then plans a complete doctoral level course of study in cooperation with the major adviser and two additional committee members. The approved course of study is signed by the committee and placed in the student's official file located in the School of Education.

4. Doctoral level students are required to complete two competencies, which are planned and assigned by the student's committee.

5. After competencies have been completed, and after most of the course work has been satisfactorily completed, the student then takes a written examination for two days on questions submitted by the committee.

6. If the written examinations are passed, the student enters into a two hour oral comprehensive examination by the committee, and two additional faculty members.

7. If the oral comprehensive examination is passed the student is required to complete a dissertation which is directed by the major adviser and committee members.

8. After the final written draft of the dissertation is accepted by the committee, the student enters a two hour oral examination during which the dissertations research is defended. Committee members, and two additonal faculty members, are present at the final oral examination.

9. Upon completion of the final oral examination and acceptance of the dissertation by the committee, the student has completed all requirements for the doctoral degree.

10. In addition to the expectations outlined in this document, the student must meet requirements as stipulated by the Graduate School, School of Education, Department of Special Education, and the advisory committee.

The ten procedural requirements are presented here in summary form. A more detailed description may be found in the Graduate School Catalog and the School of Education Catalog. Specific questions pertaining to procedure and policy should be discussed with the major adviser.

UNIVERSITY OF KANSAS
SCHOOL OF EDUCATION

Doctoral Degrees for Professional Personnel with a Major in Special Education and a Primary Emphasis in Educational Procedures for Emotionally Disturbed Children

This document is designed to convey a description of a typical or model doctoral program. It should not be interpreted as a rigid list of requirements. Students who can demonstrate competencies specified will not be expected to repeat the coursework or experiences associated with the development of competencies. Flexibility to pursue individual areas of interest is possible within the framework of basic requirements.

The outline of courses and expectations which are listed subsequently represent the minimal requirements and experiences necessary for granting of the Doctoral degree. For a student who does not have teaching experience in classes for emotionally disturbed children, or who does not possess a master's degree in the area of educating emotionally disturbed children, additional course work and practica will be required. Individuals who do not possess a teaching certificate, or an undergraduate major or minor in education, will be expected to enroll in courses designed to remedy existing deficiencies.

Experiences and Courses Required Prior to Initiating Academic Sequences at the Doctoral Level

In addition to the listed courses and specified requirements listed by the School of Education, the Graduate School, Department of Special Education, and the student's advisory committee, doctoral aspirant for the Ed. D. and Ph. D. will have specific responsibilities which are as follows:

1. If the aspirant does not have experience in Binet and WISC testing procedures he will enroll in Ed. 354 and Ed. 355.

2. The aspirant must enroll in, or audit

   Ed. 118 - Special Course of Study in Management of Classroom Behavior
   Ed. 279 - Counseling with Parents of Exceptional Children
   Ed. 270 - Characteristics of Exceptional Children: Emotionally Disturbed
   Ed. 271 - Education of Exceptional Children: Emotionally Disturbed
   Ed. 313 - Remedial Reading

if these courses or equivalent ones have not been previously completed. Other courses may be required by the advisory committee.

UNIVERSITY OF KANSAS
School of Education
Graduate School
Department of Special Education
Doctor of Eduction
Area of Emphasis
Emotional Disturbance

I. Special Education

			Hours Credit
1.	Ed. 275	Practicum with Exceptional Children: Emotionally Disturbed	3
2.	Ed. 370	Problems of Exceptionality	3
3.	Ed. 371	Administration and Supervision of the Education of Exceptional Children	2
4.	Ed. 373	Curriculum Planning for Exceptional Children	3
5.	Ed. 375	Advanced Practicum with Exceptional Children: Emotionally Disturbed	3
6.	Ed. 398	Seminar in Psycho-Educational Evaluation: Emotionally Disturbed	3
7.	Ed. 398	Seminar in Theoretical Aspects of Emotional Disturbance	3
8.	Ed. 398	Seminar in Neurological and Psychiatric Aspects of Emotional Disturbance	2
9.	Ed. 398	Seminar in Divergent Educational Programs for Emotionally Disturbed Children	3
10.	Ed. 398	Seminar in Educational and Behavioral Intervention with Exceptional Children: Emotionally Disturbed	3
11.	Ed. 398	Seminar in Strategies of Parent-Teacher Conferences: Emotionally Disturbed	3
12.	Ed. 399	Thesis	18
		Total Hours	49

II. Educational Research and Measurement

1.	Ed. 281	Statistical Methods I	2
2.	Ed. 282	Statistical Methods II	2
3.	Ed. 384	Statistical Methods III	2
4.	Ed. 398	Seminar in Non-Parametric Statistics	2
5.	Ed. 398	Seminar in Experimental Design	2
6.	H.D. 340	Experimental Design for Applied Research	3
			13

III. Related Areas

1.	Speech 340	Seminar in Speech Pathology	2
2.	Elective:		3
	H.D. 340	Seminar in Children's Language Behavior	
	Psych. 195	Seminar in Ecological Psychology of Schools	
			5

Total Hours 67

Suggested Course Sequence
Time-Schedule
Doctor of Education

Fall Semester

			Credit Hours
1.	Ed. 281	Statistical Methods I	2
2.	Sp. 340	Seminar in Speech Pathology	2
3.	Ed. 370	Problems of Exceptionality	3
4.	Ed. 398	Seminar in Psycho-Educational Evaluation: Emotionally Disturbed	3
5.	Ed. 398	Seminar in Theoretical Aspects of Emotional Disturbance	3
6.	Elective:		3
	H.D. 330	Seminar in Children's Language Behavior	
	Psych. 195	Seminar in Ecological Psychology of Schools	
			16

Spring Semester

1.	Ed. 282	Statistical Methods II	2
2.	Ed. 373	Curriculum Planning for Exceptional Children	3
3.	Ed. 398	Seminar in Educational and Behavioral Intervention with Exceptional Children: Emotionally Disturbed	3
4.	Ed. 398	Seminar in Divergent Educational Programs for Emotionally Disturbed Children	3
5.	Ed. 398	Seminar in Experimental Design	2
6.	Ed. 398	Seminar in Strategies of Parent-Teacher Conferences: Emotionally Disturbed	3
			16

Summer Term

1.	Ed. 398	Seminar in Nonparametric Statistics	2
2.	Ed. 275	Practicum with Exceptional Children: Emotionally Disturbed	3
			5

Fall Semester

1.	H.D. 340	Experimental Design for Applied Research	3
2.	Ed. 371	Administration and Supervision of Education of Exceptional Children	2
3.	Ed. 375	Advanced Practicum with Exceptional Children: Emotionally Disturbed	3
4.	Ed. 384	Statistical Methods III	2
5.	Ed. 398	Seminar in Neurological and Psychiatric Aspects of Emotional Disturbance	2
6.	Ed. 399	Thesis	3
			15

Spring Semester

1.	Ed. 399	Thesis	15

Total Hours 67

Doctor of Philosophy
Special Education
Emotionally Disturbed

Coursework sequence and other expectations listed for the Ed. D. will also be required of candidates for the Ph.D. The Ph. D degree involves the selection of a minor area of study which must be in a related non-education area, e.g., human and child development, speech pathology, psychology, sociology, etc. The minor area will be selected by the student and approved by the advisory committee. A suggested minor area of study is as follows:

Human Development and Family Life			Hrs.
1.	H.D. 340	Experimental Design for Applied Research	3
2.	H.D. 314	Seminar in Reinforcement Mechanisms in Child Development	3
3.	H.D. 325	Seminar in Experimental Analysis of Abnormal Development	3
4.	H.D. 330	Seminar in Children's Language Behavior	3
5.	H.D.	Elective	3
			15

Requirements Other Than Coursework

1. Throughout the doctoral program, the aspirant will be assigned continuously to function in specific classrooms, observations, staffings, inservice training, and other types of practica.

2. Each aspirant will spend at least eight to ten weeks teaching a demonstration class at the Children's Rehabilitation Unit or other facility. Additional teaching assignments will be made during the academic year and summer session.

3. Each aspirant will have experience in (a) supervision of practice teaching, (b) writing articles for publication, (c) preparing grant requests, (d) preparing lectures for specific courses, and (e) speaking to community and professional groups.

INFORMATION AND REGULATIONS PERTAINING TO THE DOCTOR OF EDUCATION AND DOCTOR OF PHILOSOPHY IN EDUCATION AT THE UNIVERSITY OF KANSAS

September 1, 1968

I. Doctor of Education

1. The degree of Doctor of Education is a professional degree in the field of Education designed primarily for practitioners in the field of Education. It is awarded upon the completion of three years of advanced training in both the theory and practice of education.

2. As early as practicable after obtaining the Master's degree or its equivalent and after he has had some graduate work at the University of Kansas (see criteria for admission to the status of aspirant), the student should apply for approval as an aspirant for the degree. Forms for this purpose are available in the Office of the School of Education.

In this application he must state his major area of study from among the following: (a) Administration and Supervision, (b) Art Education, (c) Educational Research and Measurement, (d) Educational Psychology, (e) Elementary Education (Curriculum and Instruction), (f) Foundations of Education, (g) Guidance and Counseling, (h) Higher Education,* (i) Music Education, (j) Physical Education and Recreation,** (k) Secondary Education (Curriculum and Instruction), and (l) Special Education. Candidates for the Doctor of Education do not specify a minor area of study. A major must contain a minimum of forty semester hours of appropriate work taken for the Master's degree or its equivalent. Credit for the thesis is considered part of the major.

In addition to the above, a student seeking approval as an aspirant for the degree must: (a) present evidence of eighteen months of successful experience in the field of professional education, and (b) submit scores on the aptitude section of the Graduate Record Examination (the test is administered five times a year at the University of Kansas).

3. The student will be required to undergo both a comprehensive and a final examination.

The comprehensive examination should be scheduled after the student has completed all or a major portion of the course work for the major. The written and oral portions of the comprehensive examination will deal with the major and related areas of study pursued by the student. The student is held to pass the comprehensive examination if a majority of the official examining committee (including the chairman) approve the student's performance. Upon completion of the comprehensive examination, the student becomes a candidate for the Doctor of Education degree.

---

*Major in Higher Education is not offered at the present time.

**Major in Physical Education and Recreation for the Ed.D. is not offered at the present time.

Before being admitted to the comprehensive examination the student must present satisfactory evidence that he possesses the professional skills of an advanced practitioner in his major area of study. This may be done by meeting two of the following requirements:

A. Analyze and evaluate educational documents or writings in his major area of study and make a discerning written report of the findings.

B. Complete eight semester hours of work in statistics and demonstrate the application of statistical techniques to a problem in his major area of study.

C. Complete a minimum of twelve semester hours of graduate courses in a supporting area. This area should augment the work in the major area of study. Moreover, the work in the supporting area should develop skills relevant to research in the major area of study. The student will prepare a prospectus of a research study which will indicate his ability to relate research in the supporting area to his major area of study. The supporting area may be one of the 12 graduate areas in education or the area may be a non-education one or a combination of such.

The two requirements chosen by the student must be approved by his committee and passed upon by the same committee. The written results are to be filed in the Office of the School of Education.

4. The candidate must present a thesis which will exhibit the application of existing knowledge in his major field of professional study. Two copies of this thesis, either printed or typewritten and bound in cloth, must be deposited in the Office of the Graduate School at least fourteen days before the degree is to be conferred.

Before the degree is conferred the candidate must have arranged for the preparation of a microfilm copy of the thesis under approved conditions.

5. The candidate must pass a final examination which must be partly oral, and may be wholly so. The examination will cover the thesis and the candidate's major area of study. The candidate is held to pass the final examination if a majority of the official examining committee (including the chairman) approve the candidate's performance.

II. Doctor of Philosophy

1. The degree of Doctor of Philosophy will be granted for advanced scholarship and the performance of independent investigational work upon the completion of the following specific requirements.

2. As early as practicable after obtaining the Master's degree and after he has had some work (graduate) at the University of Kansas (see criteria for admission to the status of aspirant), the student should apply for approval as an aspirant for the degree. Forms for this purpose are available in the Office of the School of Education. As part of the application, the student must submit scores on the aptitude section of the Graduate Record Examination (the test is administered five times a year at the University of Kansas).

In this application he must state his major area of study from among the following: (a) Administration and Supervision, (b) Art Education, (c) Educational Research and Measurement, (d) Educational Psychology, (e) Elementary Education (Curriculum and Instruction), (f) Foundations of Education, (g) Guidance and Counseling, (h) Higher Education,* (i) Music Education, (j) Physical Educatio and Recreation,** (k) Secondary Education (Curriculum and Instruction), and (l) Special Education. This is the field in which he will do his investigational work and in which he expects to become a scholar. A major must contain a minimum of forty semester hours of course work and may include appropriate work taken for the Master's degree or its equivalent. Credit for the thesis is considered part of the major. A student working for the Doctor of Philosophy specifies a minor area of study in a non-education area. The minor must contain twelve to fifteen hours of appropriate course work. The minor field should be closely related to the major field. A minor including work in more than one field may be allowed by special action of the Graduate School.

3. The student will be required to undergo both a comprehensive and a final examination.

The comprehensive examination should be scheduled after the student has completed all or a major portion of the course work for the major and minor. The written and oral portions of the comprehensive examination will deal with the major and minor areas of study pursued by the student. The student is held to pass the comprehensive examination if a majority of the official examining committee (including the chairman) approve the student's performance. Upon completion of the comprehensive examination, the student becomes a candidate for the Doctor of Philosophy degree.

Before being admitted to the comprehensive examination the suudent must present satisfactory evidence in language and other research skills demonstrating that he has fulfilled the conditions listed under any one of the three headings below. The requirements must be met prior to the Comprehensive Examination.

A. A reading, writing, and speaking knowledge of one modern foreign language in which there exists a significant literature relevant to the candidate's area of research. Satisfactory evidence of this ability is determined by the foreign language department involved. (Sufficient knowledge of one foreign language to: take adequate notes of a lecture on a general subject or on a technical subject in his own field; participate effectively in a professional discussion in which the language is used; read with understanding materials of a nontechnical nature or of a technical nature which relate to his professional field; and respond satisfactorily in writing to communication of a technical or nontechnical nature.)

B. A reading knowledge of two foreign languages as evidenced by passing the Ph.D. language examinations.

C. A reading knowledge of one foreign language as evidenced by

a. passing the Ph.D. language examination.

b. or having passed the foreign language proficiency requirement of the College of Liberal Arts of the University of Kansas either as a graduate or undergraduate student, or having passed at another College or university a foreign language.

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*Major in Higher Education is not offered at the present time.

**Major in Physical Education and Recreation for the Ed.D. is not offered at the present time.

requirement which would be accepted by the appropriate language department as meeting the proficiency requirements of the College of Liberal Arts at the University of Kansas.

and competence in any one of the skills listed below:

a. Demonstrate the ability to select appropriate and efficient statistical techniques, analyze data using these techniques, interpret results and formulate conclusions by passing an examination over statistical procedures selected from topics such as: (1) small sample theory; (2) analysis of variance (through two-dimensional factorials); (3) analysis of co-variance; (4) simple and multiple correlational procedures; and (5) non-parametric statistics. Proficiency will be demonstrated to an interdepartmental committee appointed by the Graduate School on the recommendation of the School of Education.

b. Pass a written proficiency examination developed and administered by the staff of the Computation Center on a commonly used programming language such as FORTRAN, COBOL, or ALGOL. Identify an important and relevant educational problem, then create at least one original program and complete all of the steps necessary to the valid solution of the problem using the chosen language. Document this program and its output in a manner acceptable to the Program Library of the Computation Center.

c. Completion of a minimum of 8 semester hours of graduate course work beyond the requirements of the major and the minor. A student working for the Ph.D. with a major in Education must elect a minor of at least 12 semester hours in a department other than Education. Enrollment in this work must be approved by the student's committee and must be in supportive areas other than Education. Work in this area should develop a skill relevant to research in the major field. The student will prepare the prospectus of a research study which will indicate his ability to relate research in the substantive field to his major area of study. This prospectus will be passed upon by a committee appointed by the Graduate School on the recommendation of the School of Education. This committee will consist of the student's committee plus a person from the substantive field.

4. In addition to the requirements in (3) above, the student must enroll and satisfactorily complete Education 396, College Teaching Experience, for two semester hours of credit. In Education 396 the candidate will assist a major professor for one semester. The course may be completed during the semester in which the student takes the comprehensive but ordinarily it should be completed before admission to the comprehensive examination.

5. The candidate must present a thesis showing the result of original research of high quality. Two copies of the thesis, either printed or typewritten and bound in cloth, must be deposited in the Office of the Graduate School at least fourteen days before the degree is to be conferred.

Before the degree is conferred the candidate must have arranged for the preparation of a microfilm copy of the dissertation under approved conditions.

6. The candidate must pass a final examination which must be partly oral and may be wholly so. The examination will cover the dissertation and the candidate's major and minor areas of study. The candidate is held to pass the final examination if a majority of the official examining committee (including the chairman) approve the candidate's performance.

III. General Regulations of the Graduate School pertaining to the Doctor of Education and the Doctor of Philosophy.

1. a. For a student who enters the Graduate School with a master's degree from this or another university, no more than six years may elapse from the first enrollment until the requirements for the degree have been completed.

b. For a student who enters the Graduate School with only a bachelor's degree from this or another university or college, no more than seven years may elapse from the time of the first enrollment until the requirements for the degree have been completed.

(A student in either category 1.a. or 1.b. may petition the Graduate Council through his department for a leave of absence during either the pre- or post-comprehensive period to pursue full time professional activities related to his doctoral program and long-range professional goals. If a student leaves the university after receiving his master's degree or having begun post-master's work and plans to return later to pursue or complete a program leading to the Ed.D. or Ph.D. degree, he should petition the Graduate Council through his department for a leave of absence as an aspirant under 1.b. above. If such a student has no intention of returning to the University, and later reconsiders, he may petition the Graduate Council through his department for readmission to the Graduate School as an aspirant with status as an aspirant under 1.a.)

2. The student must spend the equivalent of three full academic years in resident study at this or some other approved university including the time spent in attaining the master's degree. Two semesters, normally consecutive and excluding summer sessions, subsequent to the first year of graduate study, must be spent in resident study at the University of Kansas: during this period of residency the student must be involved full time in academic pursuits, which may include up to half-time teaching or research.

3. All candidates for the Ed.D. or Ph.D. degree must complete a minimum of forty-eight semester hours above the master's degree level or its equivalent at the University of Kansas. Credit for the thesis may be part of the forty-eight semester hours. The actual number of hours to be required will be determined by the candidate's committee.

4. When an Ed.D. or Ph.D. aspirant has completed the major portion of his course work at the level satisfactory to his major department and the Graduate School, and all other departmental requirements prerequisite to the comprehensive oral examination, his department may request the Graduate School to schedule the comprehensive oral examination, such request to be made two weeks prior to the desired examination date.

The Graduate School will schedule the comprehensive examination if the aspirant has satisfied the following conditions:

a. The FLORS requirement for the Ph.D. or comparable requirements for the Ed.D.

b. (1) For the aspirant in category 1.a. no less than five months or more than three years may elapse from the time of his first enrollment until he takes the comprehensive examination.

(2) For the aspirant in category 1.b., no less than five months or more than four years may elapse from the time of his first enrollment until he takes the comprehensive examination.

The comprehensive oral examination shall cover the major field and any extra-departmental work for which the department wishes to hold the aspirant responsible. His grade on this examination will be "Honors," "Pass," or "Fail." If the aspirant fails the comprehensive oral examination, he may be allowed, upon the recommendation of his department, to repeat it; but under no circumstances may be take it more than three times. In any case, he may not repeat the examination until at least 90 days have elapsed since his last unsuccessful attempt. If an aspirant does not meet the time requirement of 4.b.(1) or 4.b.(2), whichever applies, because of failing the comprehensive oral examination, he may petition for an extension not to exceed 180 days from the comprehensive examination that he failed.

5. Upon passing the comprehensive oral examination, the aspirant becomes a candidate for the Ed.D. or the Ph.D. The Graduate School shall designate the candidate's dissertation committee at this time, based on the recommendations of the candidate's major department. The dissertation committee shall consist of at least three members and may include members from other departments and/or, on occasion, members from outside the University. (All members of the committee are to be members of the Graduate Faculty.)

6. After passing the comprehensive, the candidate must be continuously enrolled—including summer sessions—until he completes his degree; and each enrollment shall reflect as accurately as possible the candidate's demands on faculty time and university facilities. During this time, until

he completes his degree or until he completes 18 hours of post-comprehensive enrollment (whichever comes first), he shall enroll for a minimum of 6 hours a semester and 3 hours a summer session. If, after 18 hours of post-comprehensive enrollment, he has not completed his degree, he shall enroll for at least 2 hours each semester and each summer session until he passes his final oral examination. Post-comprehensive enrollment may include enrollment during the semester or summer session in which the comprehensive oral examination has been passed. The candidate may petition the Graduate Council for a leave of absence during the period between the comprehensive oral examination and the final oral examination.

7. The candidate must present a dissertation. (See p. 2 for Ed.D. and p. 5 for the Ph.D.). The dissertation shall be prepared under the direction of the dissertation committee appointed under 5. above. Instructions regarding the proper form of the dissertation may be obtained from the Graduate School.

8. When the dissertation has been tentatively accepted by the dissertation committee, but before it has been bound, the chairman of the dissertation committee may request the Graduate School to schedule the final oral examination, such request to be made two weeks prior to the desired examination date. At least five months must elapse between the successful completion of the comprehensive oral examination and the date of the final oral examination. Upon approval by the Graduate School, the final oral examination will be scheduled at the time and place designated in the request and publicly announced by the Graduate School. Although the dissertation committee is responsible for the certification of the candidate, any member of the Graduate Faculty may be present at the examination and may participate in the questioning. The candidate's grade on the final oral examination will be "Pass," or "Fail." If the candidate fails the final oral examination, he may be allowed to repeat it upon the recommendation of his major department.

9. When the final oral examination has been passed and the dissertation has been signed by the members of the dissertation committee, two bound copies are to be deposited at the Graduate School at least 14 days before the degree is to be conferred. In addition, the candidate must:

a. Submit to the Graduate School an abstract of his dissertation (600 words or less) to be published in Dissertation Abstracts. (Instructions on file at the Graduate School.)

b. Make arrangements with the Graduate School to have his dissertation microfilmed.

10. After the thesis is accepted by the major department, a typewritten (black) copy and a first carbon (black) copy must be submitted to the Graduate Office. These copies must be on 16 or 20 lb. bond paper with a minimum 24 per cent rag content. Charts, diagrams, and illustrations normally will be on the same type of paper, but exceptions may be granted by the Graduate Office. Onionskin paper, the several brands of coated easy-to-erase paper, or non-white, plastic-coated paper available on some copiers are not acceptable since deposit copies become archival and circulating copies and the paper must have an optimum shelf life. Theses may also be duplicated by Xerox or--with special permission--certain other processes, but copies must be on 16 or 20 lb. bond paper with at least 25 per cent rag content. Paper size to be used in all instances is 8¼" x 11" and at least a one and one-half inch margin on the left-hand side must be provided. Information on the prescribed form of the title page

may be obtained at the Office of the Graduate School. (Some departments also require a copy of the thesis, and each student should discuss this matter with his departmental advisor.)

The thesis should ordinarily contain a table of contents and a bibliography. References may be made by footnotes at the bottom of the page or by notes and references collected at the end of the thesis or at the end of each chapter. A style book on the writing of theses is on file on the Office of the Graduate School and may be consulted at any time. (The faculty of the School of Education in 1957 agreed to follow the style of the Thesis Handbook published by the Interstate Printers and Publishers of Danville, Illinois. It is available in the Student Union Bookstore. Other standard style books are available and the style outlined in these may be used.)

The original and the first carbon copy of the thesis, or two copies reproduced by Xerox (with original signatures), each bound in cloth, must be deposited in the Office of the Graduate School not later than three weeks before the date on which the degree is to be voted. The binding can be done satisfactorily by the Journal-World Company in Lawrence or any other reputable bindery.

IV. Criteria for Admission to the Status of Aspirant for the Degree of Doctor of Education and Doctor of Philosophy.

The criteria listed below are minimal for admission to the status of ASPIRANT for the degrees of Doctor of Education and Doctor of Philosophy. However, failure to meet any one criterion would not necessarily be a basis for rejection as an aspirant. The term CANDIDATE is not applied to a doctoral student until he has passed the comprehensive examinations.

1. A grade-point average of 2.3 (A=3, B=2, C=1, D=0, F=-1) in graduate-level work taken for a Master's degree or equivalent (30 semester hours). All graduate-level work taken at institutions other than the University of Kansas will be included.

2. A minimum score of 450 on the verbal portion of the Graduate Record Examination.

3. A minimum grade-point average of 2.5 in at least twelve hours of resident graduate-level work taken at the University of Kansas beyond the requirements stated in (1). The twelve hours may not include more than two hours of Education 397, Individual Study.

A. If the student attains a grade-point average lying between 2.3 and 2.49 in the twelve hours of work and has a verbal score of 450 or better on the GRE, his application for the status of aspirant may be deferred by a majority vote (six) of the Graduate Committee. A student may complete an additional eight hours and if a grade-point average of 2.5 is not attained in the twenty hours, he will be denied the status of aspirant. Reapplication is not permitted except by a three-fourths majority vote (eight) of the Graduate Committee in which case an alternative must be specified in writing.

B. If the student attains a grade-point average of 2.5 in twelve or twenty hours of work, his application for status as an aspirant will be approved if a majority vote (six) of the Graduate Committee is favorable. If the vote is to deny, the reason for denial must be forwarded to the applicant.

4. Letters of recommendation from: (1) the department, (2) the proposed adviser, and (3) other letters of reference as desired by the department.

5. Proof of 18 months of successful experience in the field of professional education if the aspirant seeks the Doctor of Education.

Each candidate wishing to be considered for aspirant status must complete the application forms available in the Office of the School of Education and provide all information needed for the committee for its consideration. These materials will be: (1) transcripts of all previous college work above the Bachelor's degree level including the work taken at the University of Kansas, (2) scores on the Graduate Record Examination, (3) letters of reference, and (4) proof of eighteen months of successful experience in the field of professional education in the case of the Ed.D. aspirant.

APPENDIX - B

V. Human Development Requirements for Doctoral Students

PH.D. PROGRAM IN DEVELOPMENTAL AND CHILD PSYCHOLOGY, 1975-1976

UNIVERSITY OF KANSAS

The Department of Human Development offers a joint Ph.D. training program with the Department of Psychology in Developmental and Child Psychology. The program combines ingredients of staff, facilities, research programs, joint appointments and cooperative research arrangements. The resultant training sequence in Developmental and Child Psychology (see pages 4 to 10) represents an opportunity for students to receive instruction relating to a varied array of content areas and theoretical perspectives, while concentrating on achieving proficiency in the experimental analysis of child behavior and development or in ecological research techniques. The primary focus of the program is the development of research competence in the problems of normal developmental processes. However, the student may also take advantage of opportunities for working with problems of retardation, abnormal development, and restricted learning experiences.

APPLICATION INFORMATION

Application Procedure

The appropriate application materials and forms for graduate applications may be obtained by writing to:

Admissions Committee
Department of Human Development
University of Kansas
Lawrence, Kansas 66045

These application materials should be completed and returned directly to the Admissions Committee. In addition, at least three letters of recommendation (preferably from professors familiar with the applicant's work) and two copies of transcripts of all undergraduate and graduate training should be sent directly to the Admissions Committee. Scores from the Graduate Record Examination (Verbal, Quantitative and Advanced Psychology Sections) are not required, but may be useful in determining admission. If the exams have been completed, these scores should be sent to the Admissions Committee. For admission Fall semester, 1975, all application information should be received by February 15, 1975.

Graduate students are accepted into the Ph.D. program after making request for admission through the regular admissions procedure and after having a commitment from a faculty member to act as the individual's advisor. The advisor, in turn, will have secured agreement from four other faculty members indicating willingness to serve on the student's M.A. and Ph.D. Committees.

Financial Assistance

The Department of Human Development offers both research assistantships and teaching assistantships. In addition, U.S. Public Health Service Traineeships and Graduate School Fellowships are available. Applicants interested in Fellowships should complete the Fellowship section on the Graduate School application. Applicants interested in research or teaching assistantships should simply indicate this in the appropriate place on the Departmental application form.

At present, the stipend for both teaching assistants and research assistants is approximately $2500.00 for the first academic year, $2600.00 for the second academic year, and $2700.00 for each succeeding academic year. Stipends for the U.S. Public Health Service Traineeships and the Graduate School Fellowships vary, but are comparable to the stipends for teaching and research assistantships. Traineeships and Fellowships often include payment of tuition fees and equipment and supplied allowances. In addition, a number of stipends are available for summer support.

Fees

Full-time fees for Kansas residents (1975-1976) are estimated at $277.00 a semester; for nonresidents, $672.00. If enrolled for six credit hours or less, Kansas residents pay $21.70 per hour; nonresidents pay $47.70 per hour. For half-time members of the University staff (which includes most teaching and research assistants) enrolled for 13 hours or less per semester (the normal graduate course load is 10-12 hours), the fee is $21.70 per semester hour. These figures are subject to changes. Fees cover instruction, student Health Service benefits, and other campus privileges.

REQUIREMENTS OF THE PH.D. PROGRAM IN DEVELOPMENTAL AND CHILD PSYCHOLOGY

The Ph.D. program is seen as developing highly competent researchers in developmental and comparative research: each student will be expected to have experience with child development and possibly animal research through specific course work and traineeship assignment. Because of a unique concentration of ecological and experimental child psychologists at the University of Kansas, the student in this program will gain skills in experimental and ecological methodology, albeit choosing to emphasize one or the other as the main track of his training experience. An understanding of natural field methods and of experimental methods can contribute to a flexibility of approach, a variety of skills, and the ability to design different types of research.

Many students, upon graduation, take positions in educational settings. In addition to competent research their potential contributions to the field will be enhanced if training of students is also a part of their own training. Hence, advanced students spend some time supervising undergraduate students in both courses and research.

For most of the program, little distinction is made between course work and research training; most of the academic involvements of the students are heavily oriented toward developing research skills relative to significant scientific problems. Throughout the program, a student will work with one staff member (his or her advisor) in a program of research of mutual interest. The advisor arrangement may be changed at any time by agreement between the student and staff member involved.

Course Requirements

Ecological Child Study: 3 credits (Psychology 880, 884).

Human Development 803: Experimental Child Study. 3 credits

One course dealing with comparative theories or systems of psychology. A list of courses available which will fulfill this requirement can be obtained from the Departmental office.

Human Development 813 or 913: Research Proseminar: 1-3 credits each semester. (The research proseminar will be offered each semester for the purpose of discussing child research. This will be accomplished by invitations to off-campus researchers, and presentations of research proposals and completed studies by both student and faculty. Students will usually enroll in the proseminar each semester they are in graduate school. During the four years, a student should make two to four presentations in the seminar.

M.A. Thesis and Oral Examination

The thesis research will be executed following acceptance of the proposed project by a thesis advisor and two other committee members. Upon completion of the thesis research the student presents and defends it in a two-hour oral examination by his/her M.A. Thesis Committee. Part of the oral examination may consist of the discussion and defense of three to five propositions which the student has proposed for study and preparation prior to the exam.

Teaching and Research Skills

Each student will be expected to participate in the training and supervision of undergraduate or beginning-level graduate students. This will involve the student's having primary responsibility for the organization and conduct or portions of courses under the supervision of a staff member. The teaching requirement may be met by serving as a Teaching Assistant 1/4 time for two semesters, or 1/2 time for one semester. During the period the student is a T.A., he/she usually enrolls in HDFL 941, Teaching and Conference, unless he/she is receiving a Teaching Assistantship stipend.

In consultation with the student's advisor, each student will develop one area of research skill relevant to his/her research program. A great deal of flexibility is allowed in arranging this research skill. Some of the skill options developed so far are: (1) Skill in computing science (demonstration of competency in computer techniques and programming as outlined by the Computer Center); (2) Skill in quantitative method (nine credit hours of statistics beyond the statistics section in Human Development 803: Experimental Child Study); (3) Skill in logic and theory construction (nine credit hours beyond the elementary course in Symbolic logic or Philosophy of Science); (4) Skill in linguistics (nine credit hours in linguistics beyond introduction to Linguistic Science); (5) Survey of modern research skills (the beginning course in four of five areas, Introduction to Linguistic Science, Quantitative Methods in Psychology, Introductory Psysics, Philosophy of Science, and Computer Programming); (6) Skill in juvenile law and probation (nine credit hours in sociology and law, dealing with juvenile delinquency). (7) Skill as district advisor for Project Follow-Through.

Comprehensive Examination

The Ph.D. candidate will normally undertake his/her Ph.D. comprehensive examination after satisfactory completion of the M.A. degree, completion of the bulk of his/her course work and fulfilling the teaching and research skill requirements. The comprehensive examination requirements are constituted in four parts as follows:

1. Written review essay: A major, in-depth review of some aspect of the literature relevant to the student's research interests. The Review Essay must, in its final form, be acceptable to two faculty members in addition to the student's advisor. The Review Essay will follow the model represented by review articles published in *Psychological Bylletin*.

2 Editorial Critiques: Each student will write an editor's review of at least three research articles which cover a range of problem and design areas (both single subject and group designs). All three reviews will be read by the student's advisor and/or the staff member assigning the review. One of the reviews, usually the last, will be read by the student's advisor and two other members of the faculty, all of whom judge its acceptability.

3. Written comprehensive examination: each student will elect to take a written comprehensive examination in either: (a) experimental and developmental work in infant and child learning, cognition, perception and socialization; or (b) ecological and social child psychology. Students electing the experimental and developmental option must choose two areas of concentration from the following list: deviant development, social development, language development, infant and early development, developmental theory, operant techniques, discrimination learning, biological development, public schools, university instruction, early childhood education or cognitive development. Each student will prepare three written answers to questions in two fields of concentration resulting in six answers in all. Normally, answers to each of the questions should not exceed five double spaced typewritten pages. The student may request the assignment of his/her questions at any time after entrance into the graduate school. Each written comprehensive question will be graded Pass, or Not acceptable by two faculty members who will, in so far as possible, read the answers without knowing the identity of the writer. In the case of a disagreement on grading involving a grade of Pass with Not acceptable, a third reader shall be asked to grade the answer. If two readers grade the question as Not acceptable, the student will be asked to rewrite that question or an alternative question.

4. Comprehensive oral examination. Each student will take a two hour oral examination covering his major field. For this examination, each student, in consultation with his advisor, will choose one of the following activities: (1) The defense of six propositions which the student has proposed for study and preparation prior to the exam. (2) The oral presentation and defense of the student's review paper. (3) The

presentation and defense of a research proposal (4) The presentation and defense of a research grant proposal. Completion of the majority of all requirements, with the exception of the dissertation, must precede the comprehensive oral examination. This examination must occur not more than four years after first entrance into graduate school; if the student already holds a master's degree upon entrance into the graduate school, he must complete his oral comprehensive in no more than three years after his entrance.

Dissertation

The student shall, in consultation with his/her advisor, conduct research for the dissertation (subject to approval by his committee). Upon completion of the dissertation, the student will offer an oral defense of the work before his/her Dissertation Committee and any other interested members of the Graduate Faculty. All other requirements of the program must be completed prior to the Dissertation defense.

Other Items

1. A normal four year program is likely to take the following chronology:

1st year	2nd year	3rd year	4th year
HDFL 803	Ecology Course	Research	Dissertation Research
Systematic Course	Teaching Requirement	Review Essay	
Research	Proseminar	Written Comprehensive	Dissertation
Proseminar	Master's Research	Oral Comprehensive	Dissertation Defense
Elective courses	M.A. Thesis & Orals	Proseminar	
	Editoral Critiques	Electives	
	Research Skill		
	Electives		

The Ph.D. program is active 11 months of the year and it is therefore expected that Ph.D. students will enroll and continue their work during summer sessions.

2. Student progress is recorded and reviewed in two ways: In each student's folder there is a check-list which should be brought up to date by the advisor at each enrollment.

Permission to schedule the Master's defense, the oral comprehensive and the dissertation oral must be granted by the Graduate School via submission of the Do-All form. This form must be submitted at least two weeks in advance of the scheduled date and is the occasion for the Graduate School to check the student's record and ascertain whether the record reflects appropriate enrollments and completions. Once the advisor and student and his/her committee have scheduled the above exams, it is the student's responsibility to request from the secretary that the Do-All form be submitted.

3. As nearly as possible, each semester's enrollment should adequately reflect the student's use of faculty time and departmental and research setting resources. Therefore, if a student is totally engaged in pursuit of his program, it is expected that he will be maximally enrolled for both regular semesters and summer sessions. In addition, the following is recommended:

Students should enroll for one hour of research or special projects with faculty members who serve on various committees:

Master's Committee members - one hour a semester with each committee member (other than the advisor) for two semesters. It is recommended that this enrollemnt take place during the semester that just precedes the master's defense and the semester concurrent with the defense.

Editorial Critiques - one hour, one semester with each of the two members, in addition to the advisor, who reads the third critique in the semester when this requirement is expected to be fulfilled.

Review Essay - one hour, one semester with each of the two faculty who, in addition to the advisor, serve on the committee.

Dissertation - one hour, each semester, with each committee member, other than the advisor, for three semesters.

In order that faculty members are informed as to why students appear on their enrollment sheets, each student should indicate on the enrollment card which he hands in to the Department, the reason for his enrollment.

E.G.
HDFL 800 Research (Risley-MA advisor)
HDFL 800 Research (Sherman - MA committee)
HDFL 800 Research (Wolf- MA committee)

4. The Ph.D. program in Developmental and Child Psychology has been designed to be maximally flexible so that individual student goals and interests can be pursued without undue restraint. In this sense, required courses are at a minimum and described skills and competencies are the main focus. Variances to the program are, therefore, expected only rarely and only with consent of the faculty.

5. Upon completion of the Ph.D. program, the student is considered a psychologist and, either during the program may join the American Psychological Association as a student member, or at the completion of his program is eligible for regular membership. Similarly, students are also eligible for membership in the Society for Research in Child Development.

FACILITIES AND RESEARCH OPPORTUNITIES

The graduate program provides extensive research facilities suitable for use with a variety of problems as well as an array of populations.

Center for the Study of Mental Retardation and Related Problems of Human Development: A three-part center supported by the National Institute of Child Health and Human Development is located at the K. U. Medical Center in Kansas City, Parsons State Hospital and Training Center at Parsons, Kansas, and at the Child Study Center on the K. U. campus in Lawrence under the overall coordination of the Bureau of Child Research. On the Lawrence campus, the Child Study Center is located as a wing on the new Center for Experimental Biology and Human Development building. The Child Study Center is a four-story facility with one floor devoted to child development under the coordination of the Department of Human Development. This includes preschool rooms for the Child Development Laboratory Center, Staff and graduate student offices, infant research laboratories, and suites of experimental research rooms. An animal laboratory is also included on the first floor of the Center.

Midwest Psychological Field Station (Oskaloosa, Kansas): a center for ecological studies of child behavior. In addition to space for staff and equipment, an archive of ecological data is maintained there. A second installation for ecological research with children, the City-Town project is situated on campus.

Juniper Gardens Project: concerned with behavior modification research and demonstration activities in a wide range of educational settings focused upon the problems of urban, poverty children. Ongoing research projects include: public school classroom projects, preschool and language development research, and a community organization program.

Research with retarded children: Research projects are being conducted at two state institutions: Kansas Neurological Institute, Topeka, Kansas and Parsons State Hospital and Training Center, Parsons, Kansas. Ongoing projects include: ward management programs, research in training self-help skills to retarded children and a variety of projects concerned with the development of imitative and language skills of retarded children.

Project Follow Through: concerned with instituting educational programs, including teacher training and community participation, to improve academic performance of poverty children in a variety of school districts throughout the country. In addition, research settings are available in local classrooms to investigate methods of teacher training and the development of classroom procedures to facilitate academic performance.

Nutrition Laboratory: There are limited laboratory facilities available for nutritional research in the following areas: small animal research relating to nutrient needs (Equipment is available which would enable the student to do histopathological studies of animal tissues.); chemical analysis of foods for a limited number of nutrients; nutrition education research at the preschool level using community laboratory settings such as Head Start and Day Care Centers; research in improvement of nutrition instruction at the College (undergraduate) level.

Psychobiology Research: Research projects currently being pursued are designed to examine the neurochemical and neurophysiological changes associated with learning and to test the effects of various central nervous system-acting drugs on behavior. The laboratory facilities available within the department include electromechanical equipment for behavioral and physiological studies, equipment, glassware, and chemicals for protein and enzyme biochemistry, and animal facilities for large and small mamals. Close cooperation with the Departments of Biochemistty and Physiology has made available such facilities and equipment items as coldrooms, cold blooded animal rooms, ultracentrifuges, and scintillation counters.

TEACHING STAFF

Donald M. Baer, Ph.D., 1957, University of Chicago. Professor of Human Development and Psychology.
Major interests: Social reinforcement, language development, development of response classes.

Donald Bushell, Ph.D., 1964, Washington University. Associate Professor of Human Development and Education. (on leave 1974-1975)
Major interests: Behavior modification, remedial education

Barbara C. Etzel, Ph.D., 1953, University of Iowa. Professor of Human Development.
Major interests: Programmed instruction, discrimination learning, preacademic behavior.

Donald Green, Ph.D., 1969, Arizona State University. Assistant Professor of Human Development (On leave 1974-1975)
Major interests: Operant research with animals, contingency management in educational settings, delinquency, community control.

Paul V. Gump, Ph.D., 1955, University of Colorado. Professor of Psychology.
Major interests: Psychological ecology, child development.

R. Vance Hall, Ph.D., 1966, University of Washington, Professor of Education and Human Development
Major interests: Behavior modification, education.

Bill L. Hopkins, Ph.D., 1962, Indiana University. Professor of Human Development.
Major interests: Behavior modification, development of social and academic skills.

Frances D. Horowitz, Ph.D., 1959, University of Iowa. Professor of Human Development and Psychology.
Major interests: Successive and simultaneous discrimination learning in children, visual attention in infants, early infant development and individual differences.

Judith LeBlanc, Ph.D., 1970, University of Kansas. Associate Professor of Human Development.
Major interests: Stimulus control, schedules of reinforcement, preacademic learning, applied behavior analysis.

Elias K. Michaelis, Ph.D., 1973, University of Kentucky; M.D., 1969, St. Louis University School of Medicine. Assistant Professor of Human Development
Major interests: Neurophysiological correlates of learning and memory, and psychopharmacology.

L. Keith Miller, Ph.D., 1961, University of Illinois. Associate Professor of Human Development and Sociology.
Major interests: Community organization and change.

Todd R. Risley, Ph.D., 1966, University of Washington. Professor of Human Development.
Major interests: Behavior modification, organization of day care environments.

Howard Rosenfeld, Ph.D., 1961, University of Michigan. Professor of Human Development and Psychology.
Major interests: Experimental analysis of social behavior.

George B. Semb, Ph.D., 1972, University of Kansas, Assistant Professor of Human Development.
Major interest: Classroom design and management techniques for higher education.

James A. Sherman, Ph.D., 1965, University of Washington. Professor of Human Development
Major interests: Language development, imitation, conditioned reinforcement, remedial education.

Joseph Spradlin, Ph.D., 1959, George Peabody College. Professor of Human Development.
Major interests: Learning and Communication.

Montrose M. Wolf, Ph.D., 1963, Arizona State University. Professor of Human Development. (On leave Fall, 1974)
Major interests: Behavior modification, remedial education.

Herbert F. Wright, Ph.D., 1934, Duke University. Professor of Psychology.
Major interests: Ecological and child psychology.

John C. Wright, Ph.D., 1960, Stanford University. Professor of Human Development and Psychology. (On Sabbatical Spring, 1975)
Major interests: Cognitive development, attentional processes, learning.

APPENDIX C

I. Enrollment Information & Schedules for Master Level Students

II. Time Lines for Masters Students

APPENDIX - C

I. Enrollment Information and Schedules for Master Level Students

JUNIPER GARDENS CHILDREN'S PROJECT

A COOPERATIVE EFFORT OF
Northeast Community of Kansas City, Kansas
Bureau of Child Research, University of Kansas
Department of Human Development and Family Life,
University of Kansas

2021 North 3rd Street
Kansas City, Kansas 66101

August 14, 1974

TO: Masters Students

FROM: J. Harris and H. Rieth

Re: Enrollment for the Fall Semester

Registration and enrollment for the Fall Semester will be held Monday, August 19, 1974 between 9:00 a.m. and 4:00 p.m. or from 6:00 p.m. to 8:00 p.m. in Battenfield Auditorium on the KUMC Campus. To avoid crowds, it is suggested that you arrive at Battenfield Auditorium to start your registration according to the following letter schedule:

L-M	9:00 a.m.	T	11:00 a.m.	C-D	1:30 p.m.
N-P	9:30 a.m.	U-Z	11:30 a.m.	E-F	2:00 p.m.
Q-R	10:00 a.m.	A	12:30 p.m.	G-I	2:30 p.m.
S	10:30 a.m.	B	1:00 p.m.	J-K	3:00 p.m.

If you find it impossible to enroll on Monday, you may enroll on Wednesday, August 21, Thursday, August 22, or Friday, August 23 on the Lawrence Campus according to the letter schedule at Lawrence.

Enrollment cards are enclosed.

The first meeting of SPED 775 will be held Thursday, September 5, 1974 at 4:00 p.m. at Juniper Gardens.

Seminar meetings will be held in conjunction with SPED 775 general meetings. Therefore, the first seminar will be held Thursday, September 5, 1974 at 4:00 p.m. at Juniper Gardens.

Welcom Aboard: We are happy to have you with us!

JUNIPER GARDENS CHILDREN'S PROJECT

A COOPERATIVE EFFORT OF
Northeast Community of Kansas City, Kansas
Bureau of Child Research, University of Kansas
Department of Human Development and Family Life,
University of Kansas

2021 North 3rd Street
Kansas City, Kansas 66101

TO: Masters Students

FROM: Jay Harris and Herb Rieth

DATE: September 24, 1973

RE: Planning session for Thesis Preparation, and Assignments for those students enrolled in HDFL 152

(1) The first thesis planning session will be held from 9 a.m. to 4 p.m. Saturday, October 20, 1973 at the Plaza Inn, on Main at 45th Street. We have reserved a meeting room called Consulate I for this session.

(2) After the thesis planning session, there will be a short meeting for those Masters students enrolled in HDFL 152.

See you at 9 a.m. Sharp!

Thanks much.

JUNIPER GARDENS CHILDREN'S PROJECT

A COOPERATIVE EFFORT OF
Northeast Community of Kansas City, Kansas
Bureau of Child Research, University of Kansas
Department of Human Development and Family Life,
University of Kansas

2021 North 3rd Street
Kansas City, Kansas 66101

January 6, 1975

To: Masters Students

From: J. Harris, H. Rieth and S. Lorenz

Re: Enrollment for the Spring Semester

Registration and enrollment for the Spring Semester will be held Monday, January 13, 1975 between 9:00 a.m. and 4:00 p.m. or from 6:00 p.m. to 8:00 p.m. in Battenfeld Auditorium on the KUMC Campus. To avoid crowds it is suggested that you arrive at Battenfeld Auditorium to start your registration according to the following letter schedule:

L - M	9:00 a.m.	T	11:00 a.m.	C - D	1:30 p.m.
N - P	9:30 a.m.	U - Z	11:30 a.m.	E - F	2:00 p.m.
Q - R	10:00 a.m.	A	12:30 p.m.	G - I	2:30 p.m.
S	10:30 a.m.	B	1:00 p.m.	J - K	3:00 p.m.

If you find it impossible to enroll on Monday, January 13, you may enroll on Thursday, January 16, or Friday, January 17 on the Lawrence Campus according to the letter schedule at Lawrence.

Enrollment cards are enclosed.

Please provide us with a copy of your Fall Semester grades by Monday, February 10, 1975.

Thank you for being so cooperative and helpful last semester.

JUNIPER GARDENS CHILDREN'S PROJECT

A COOPERATIVE EFFORT OF
Northeast Community of Kansas City, Kansas
Bureau of Child Research, University of Kansas
Department of Human Development and Family Life,
University of Kansas

2021 North 3rd Street
Kansas City, Kansas 66101

May 28, 1974

MEMO

To: New Masters Students

From: Jasper Harris and Herb Rieth

Re: Registration for the summer session

Registration for the summer session will be held Wednesday, June 5, 1974 from 9:00 a.m. until 4:00 p.m. in Battenfield Auditorium on the KUMC Campus. To avoid crowds, it is suggested that you arrive at Battenfield Auditorium to start your registration according to the following letter schedule.

C - D	9:00 a.m.	L - M	11:00 a.m.	T	1:30 p.m.
E - F	9:30 a.m.	N - P	11:30 a.m.	U - Z	2:00 p.m.
G - I	10:00 a.m.	Q - R	12:30 p.m.	A	2:30 p.m.
J - K	10:30 a.m.	S	1:00 p.m.	B	3:00 p.m.

If you are unable to register for the summer session on Wednesday, June 5, you may register on Friday, June 7, in Lawrence. The courses you should register for are as follows:

SPED 775 Practicum with Exceptional Children
Learning Disabilities
Credit 3 hours
Time 8 - 12 noon
Day - MR
Room - Juniper Gardens
Instructor - Herb Rieth
SSN Number 02084

This course will begin Monday, June 3, 1974 and end Friday, July 19, 1974. The first week of the course will be held at the Olathe Modulation Center, 1005 Pitt Street, Olathe, Kansas 66061. Phone number 913-782-0584.

The remaining six weeks of the course will be held at the Juniper Gardens Learning Center, 1907 North Third Street, Kansas City, Kansas. Phone number 913-342-4610.

During the second week of the practicum, you will begin the assessment, tutoring and subsequent remediation program with two students that will be provided. You will receive further information on this Monday, June 3.

The course will be in session five days a week despite the enrollment MR designation.

SPED 770 Characteristics of Exceptional Children
Learning Disabilities
Credit - 2 hours
Time - 1 - 3:00 p.m.
Day - M W
Room - 415 UAF
Instructor - Campbell, R.
SSN Number 02056

SPED 771 Education of Exceptional Children
Learning Disabilities
Credit - 3 hours
Time - 1 - 3:30 p.m.
Day - T R
Room - 415 UAF
Instructor - Hudson, Floyd
SSN Number 02063

Advanced Student Option

SPED 779 Conference with Parents of Exceptional Children
Credit - 2 hours
Time - 1 - 2:40 p.m.
Day - M W
Room - KUMC
Instructor - Simpson, R.
SSN Number 02119

Again, we thank you for your interest in our program.

June 10, 1974

Memo

To: New Masters Trainees, Trainee Graduates, and Staff.

From: Sally Lorenz

Dr. Hy Henderson, of Utah State University, will make a presentation on individualizing instruction in the L.D., E.D., and M.R. classroom. All trainees, graduates and staff are encouraged to attend. Dr. Henderson's presentation will be on:

Application of Behavior Modification
Procedures to Academic Behavior
or:
Why are they here in the first place?

Topics and activities in order of presentation:

1. A problem situation - Inappropriate school behavior. (Video tape)
2. Discussion of solutions to "problem situation" including possible ways of modifying inappropriate behavior.
3. Presentation of "reinforcement of academic behavior" solution. (Video tape)
4. Discussion of purposes and functions of behavior modification in school settings.
5. Identification of reinforcable academic behaviors in various subject areas. i.e. Reading, Arithmetic, Spelling, Science, Social Studies, etc.
6. Lecture and discussion of "Ways of Measuring Academic Behaviors.'
7. Chaining of responses as an economical way to reinforce a large number of academic behaviors.
8. A reinforcement program for a whole class.
9. Control of problem behavior through peer reinforcement. Training peers to respond appropriately to other students behaviors.

The following schedule should allow for trainee and staff interaction with Dr. Henderson. If you would like the opportunity to discuss Dr. Henderson's "Modification of Reading Behavior" phonics program with him, there will be an opportunity to do so:

FRIDAY June 21	SATURDAY June 22
11:00 - 12:00 LRNING CTR	9:00 Workshop - Plaza Inn 45th and Main Hospitality Room # 1 and 2
12:00 - 1:30 No Host Lunch Wa st. station	11:30-12:30 No Host Lunch "Submarin
2:00 - 3:00 LRNING CTR	12:30- 4:00 Workshop-Plaza Inn
7:00 - B.Y.O.B.cocktail party Jay Harris House 11945 Pennsylvania Ave., Kansas City, Mo. (See attached directions sheet to Harris House; mixer, chips and dip will be provided)	

TO: New Masters Trainees

Also invited: Trainee Graduates, Staff

FROM: Sally Lorenz

Tina Rosen, of Utah State University will hold a workshop on Evaluating Instructional Materials, with an emphasis on materials for the L.D., E.M.R. or slow learning child.

All trainees, graduates and staff are encouraged to attend.

Please see the attached workshop description. All participants are asked to fill out a "needs assessment" form so that the workshop is relevant to all concerned. Please fill out the Needs assessment and return to Sally Lorenz at the JGCP interview office by Monday, July 8th.

The following schedule should allow for trainee and staff interaction with Tina Rosen.

FRIDAY, JULY 12	SATURDAY, JULY 13
7:00 - 9:00 p.m. PLAZA INN Consulate room #1 Social hour, cash bar	9:00 a.m. - 11:30 p.m.--workshop PLAZA INN Consulate Room #3 and #4 11:30-12:30 Lunch-No host 12:30-3:00 p.m.-workshop as above.

HESIS TIME LINE FOR M.S. DEGREE IN SPECIAL EDUCATION

Stage	Contents	Date
STERS OPOSAL PROVED		1-73
DATA APPROVED FOR THESIS BY COMMITTEE		12-21-73
CHAPTER I	INTRODUCTION PURPOSE OF STUDY	1-11-74
CHAPTER II	REVIEW OF LITERATURE SUMMARY PARAGRAPH OF REVIEW OF LITERATURE	1-31-74
CHAPTER III	DESCRIPTION & PROCEDURE METHOD: SUBJECT & SETTING METHOD: PERSONNEL METHOD: MATERIALS	2-8-74
CHAPTER III	PROCEDURE: EXPERIMENTAL DESIGN PROCEDURE: RELIABILITY PROCEDURE: TABLES, GRAPHS	2-15-74
CHAPTER IV	ANALYSIS OF DATA AND DISCUSSION RESULTS ANALYSIS OF ALL RESEARCH COMPONENTS RELIABILITY ANALYSIS SUMMARY	2-27-74
CHAPTER V	SUMMARY & CONCLUSIONS IMPLICATIONS FOR FUTURE RESEARCH	3-8-74
REFERENCES	BOOKS PERIODICALS	3-15-74
APPENDICES	▨	3-15-74
FINAL DRAFT TO COMMITTEE	▨	3-(1-15)-74
FINAL TYPING	▨	3-(25-29)-74
DEADLINE FOR ORAL DEFENSE AND BOUND COPY	▨	4-(1-11)-74

WORKSHOP IN EVALUATING INSTRUCTIONAL MATERIALS
July 13, 1974

The workshop presentation will be concerned with evaluating, adapting, correlating, and managing instructional materials.

1. EVALUATING INSTRUCTIONAL MATERIALS
   A systematic procedure for evaluating instructional materials with the use of a checklist will be demonstrated.

2. ADAPTING INSTRUCTIONAL MATERIALS
   On the basis of the initial evaluation, a teacher may need to modify existing or new materials in order to meet the specific needs of children. An example of materials that have been adapted and modified will be shown.

3. CORRELATING INSTRUCTIONAL MATERIALS
   Specific procedures for selecting easy, compatible reading materials for students with a limited reading vocabulary will be demonstrated.

4. MANAGING INSTRUCTIONAL MATERIALS
   Effective management of instructional materials is a critical skill for teachers if individualized instruction is to become a workable reality.

   The design of a management plan begins with a systematic analysis of the problem to be solved. A checklist of the critical aspects you need to consider when designing a management plan will be presented.

   Examples of mangement plans designed by classroom teachers in response to the need for maximum instruction will be presented.

ASSIGNMENT #1

Using the checklist for analyzing instructional materials, each workshop participant will examine and evaluate one set of instructional materials.

The assignment will be handed in to Sally Lorenz during the week following this presentation.

ASSIGNMENT #2

Each workshop participant will complete one of the following assignments and hand it in to Sally Lorenz at the completion of the workshop.

a. Simple management plan for a set of instructional or drill and practice materials.
b. A detailed procedure for adapting a set of instructional materials to the needs of students.
c. A correlation of a supplementary reading program to a main instructional reading program.

WORKSHOP IN EVALUATING INSTRUCTIONAL MATERIALS

July 13, 1974

NEEDS ASSESSMENT

NAME ______________________________

1. JOB DESCRIPTION: Indicate the nature of your job assignment for 1974-75.

____

____

2. TRAINING: Please indicate if you have had training in the following areas. Write the year in which you received the training.

AREA OR TOPIC	YEAR	AREA OR TOPIC	YEAR
Behavior Modification	____	Behavioral Objectives	____
Task Analysis	____	DISTAR Teaching	____
Concept Analysis	____	Training in Individualized Classroom Techniques	____
Programmed Structured Tutoring	____		

3. If you attended a workshop(s) in the last year, please indicate the title and emphasis.

____

____

____

4. What specific skills do you hope to gain from this one-day workshop on July 13?

____

____

____

5. INSTRUCTIONAL MATERIALS: Use the following code to indicate your contact with the materials and procedures listed below. Circle the number.

Instructional Materials and Procedures	Currently Using the Material	Previously Used the Material	Have Seen It Demonstrated	No Contac With the Material
DISTAR Reading	1	2	3	4
Lippincott Basic Reading	1	2	3	4
Miami Linguistic Readers	1	2	3	4
Palo Alto Reading Series	1	2	3	4
Sullivan Programmed Reading	1	2	3	4
EDMARK Reading	1	2	3	4
Ginn 360	1	2	3	4
DISTAR Arithmetic	1	2	3	4
Structural Arithmetic (Stern)	1	2	3	4
Sullivan Mathematics	1	2	3	4
Continuous Progress in Spelling	1	2	3	4

November 27, 1973

MEMO

TO: Masters , Teachers

FROM: Jay and Herb

Re: Thesis Time Line

Enclosed please find your Thesis Time Line for your M.S. Degree in Special Education. You have a tight schedule until completion. We are counting on you.!!

For each meeting the students should be prepared to make the best use of the time available for the completion of this last requirement. Each session should have an objective which needs to be fulfilled. The degree to which we will be able to help you will depend on the amount of material you bring to the session to work on. Always be open to make changes and follow directions. Each chapter of your thesis should be developed following certain patterns,after completing one you will find it easier to work on the rest of them. Here is a suggestion:

Sketch: Always develop a sketch of the chapter in terms of concepts or ideas that are going to be used in the content of that section.

Sources: At all times keep a record of the sources of your statements, such as Journals and books with which you identify your philosophy.

First draft Write your ideas in terms of sentences and paragraphs. Use index cards. This will help you to elaborate on concepts in order to make your points clear. You can observe if the flow of ideas is logical and well stated.

Final write-ups After each point is made clear you can start putting everything together.

If you follow these guidelines your advisor will know exactly what you are doing and will be able to help you in a precise manner - much to your advantage.

THANK YOU

APPENDIX - C

II. Time Line for Masters Students

Full-time trainees

MASTERS PROPOSAL APPROVED	DATA APPROVED FOR THESIS BY COMMITTEE
12-1-73	12-21-73

CHAPTER I

- INTRODUCTION
- PURPOSE OF STUDY

1-11-74

CHAPTER II

- REVIEW OF LITERATURE
- SUMMARY PARAGRAPH OF REVIEW OF LITERATURE

1-31-74

CHAPTER III

- DESCRIPTION & PROCEDURE
- METHOD PROCEDURE
  - SUBJECT & SETTING
  - PERSONNEL
  - MATERIALS
  - EXPERIMENTAL DESIGN
  - RELIABILITY
  - TABLES, GRAPHS

2-8-74 2-15-74

CHAPTER IV

- ANALYSIS OF DATA AND DISCUSSION
- RESULTS
- ANALYSIS OF ALL RESEARCH COMPONENTS
- RELIABILITY
- ANALYSIS SUMMARY

2-27-74

CHAPTER V

- SUMMARY & CONCLUSIONS
- IMPLICATIONS FOR FUTURE RESEARCH

3-8-74

REFERENCES

- BOOKS
- PERIODICALS

3-15-74

APPENDICES

3-15-74

FINAL DRAFT TO COMMITTEE

3-(1-15)-74

FINAL TYPING

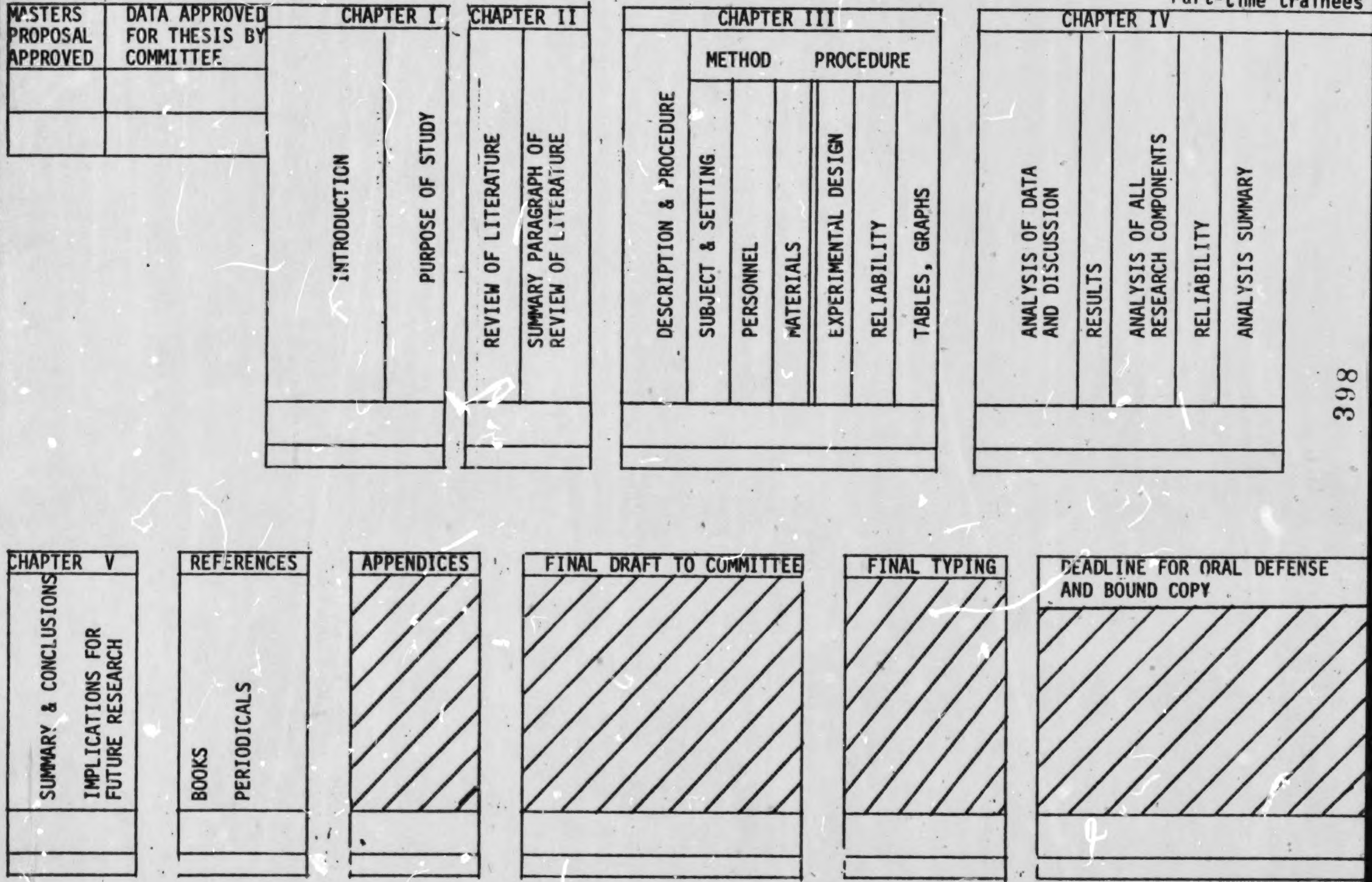
3-(25-29)-74

DEADLINE FOR ORAL DEFENSE AND BOUND COPY

4-(1-11)-74

THESIS TIME LINE FOR M.S. DEGREE IN SPECIAL EDUCATION

Part-time trainees


MASTERS PROPOSAL APPROVED
DATA APPROVED FOR THESIS BY COMMITTEE
CHAPTER I
INTRODUCTION
PURPOSE OF STUDY
CHAPTER II
REVIEW OF LITERATURE
SUMMARY PARAGRAPH OF REVIEW OF LITERATURE
CHAPTER III
METHOD PROCEDURE
DESCRIPTION & PROCEDURE
SUBJECT & SETTING
PERSONNEL
MATERIALS
EXPERIMENTAL DESIGN
RELIABILITY
TABLES, GRAPHS
CHAPTER IV
ANALYSIS OF DATA AND DISCUSSION
RESULTS
ANALYSIS OF ALL RESEARCH COMPONENTS
RELIABILITY
ANALYSIS SUMMARY
CHAPTER V
SUMMARY & CONCLUSIONS
IMPLICATIONS FOR FUTURE RESEARCH
REFERENCES
BOOKS
PERIODICALS
APPENDICES
FINAL DRAFT TO COMMITTEE
FINAL TYPING
DEADLINE FOR ORAL DEFENSE AND BOUND COPY

APPENDIX D

Thesis Guide For Consulting Teacher Training Program

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CHAPTER I

General Information

1. An application card should be signed at the Office of the Graduate School at least three months prior to the granting of the degree and usually during enrollment for the session in which requirements for the degree are completed.

2. The thesis should ordinarily contain a table of contents and a bibliography. References may be made by footnotes at the bottom of the page or by notes and references collected at the end of the thesis or at the end of each chapter. For further information on writing a thesis please contact your department and/or style books on file in the University library.

3. In preparing the two copies of the thesis for submission to the Graduate School, and one for the Department the following requirements must be met:

    1. Only 8 1/2 X 11 inch paper is acceptable.
    2. Paper must be 16 or 20 pound bond with a minimum of 25 per cent rag content. Charts, diagrams, etc., should normally be on this type of paper also.
    3. Margins of one and one-half inch on the left and one inch on the top, right, and bottom must be provided.
    4. Copies must either be original and first carbon typescript (both black) or copies made by Xerox. As stated in "2" above, Xerox copies must be on 16 or 20 pound bond paper with at least a 25 per cent rag content. Approval must be obtained from the Graduate Office for any other method of duplication considered.
    5. The title page of the thesis should be patterned after the attached sample.
    6. Original signatures are required on each of the two thesis copies submitted to the Graduate School.
    7. Both copies must be bound in cloth with the title on the front cover and/or spine. The binding can be done satisfactorily by the Journal World Company in Lawrence or any other reputable bindery. In Kansas City:

    Chester W. Proctor Bindery Company
    2611 Ann Street
    Kansas City, Kansas
    Telephone # 321-4447

    Cost of binding (4) or more copies - $5.00 per copy
    Time required to bind thesis copies - 4-7 days
    Number of copies needed - 2 for graduate school 1 for the department
    ? personal copies

4. The original and the first carbon copy of the thesis, or two copies reproduced by Xerox, must be deposited in the Office of the Graduate School not later than three weeks before the date on which the degree is to be voted.

5. The general examination over the major field must be held not later than three weeks before the date on which the degree is to be voted. Arrangements for this examination should be made with the major department, which will ask the Office of the Graduate School if the student is eligible to take the examination and if so, procure an examination form on which to report the results. Normally the major department should request this form at least two weeks before the scheduled date of the examination, and in no case should the Graduate School receive less than one week's notice.

   This means that in order to meet the graduation dates (which change each year) a successful thesis defense must occur three weeks in advance.

6. For the oral thesis defense, three unbound copies must be given to the committee one week before the orals.

7. It is the responsibility of the student to set up consulting dates with their advisors. Students are responsible for turning in the application-for-degree card, seeing that their final examination for the Degree is scheduled and that the results are forwarded to the Graduate School, turning in their theses (if applicable), and checking with their department that all work is completed and grades sent to the Graduate School.

Procedural Requirements

1. All thesis proposals must be prepared in duplicate according to the Publication Manual of the Americal Psychological Association, 1967 Revision. This procedure is instigated to allow for an acceptable standard of thesis writing style. (See page)

2. The thesis proposal should include:

   a. Introduction of the problem
   b. Review of the literature
   c. Method

3. Formal approval of the thesis proposal must be obtained from the thesis advisor. The advisor will sign both copies of the proposal. One copy will be returned to the student. The second copy will be placed in the students file.

4. After formal approval of the thesis proposal is obtained, students must proceed through appropriate channels either within the school district or facility where the research methodology will be initiated.

5. All completed thesis must contain an abstract prepared in duplicate. One copy will be forwarded to the Kansas Department of Public Instruction for certification purposes. The second copy will be retained in the students file. (See; "Content Guidelines for Writing of Abstracts", Page).

(Copied from Memo sent by Dr. Floyd Hudson and Dr. Gordon Alley, November 12, 1970).

RESEARCH PLANNING IN SPECIAL EDUCATION

The purpose of conducting research in special education can be broadly construed as adding to the existing body of knowledge in the field of special education. While the thesis or research project is sometimes viewed as an academic exercise to meet graduation or course requirement, it should also be regarded as providing the student with tools to deal more scientifically with problems encountered in working with exceptional children.

The steps for carrying out a study may be stated rather simply; however, the implementation of the process can be so complex that it could take the life time of the investigator. One may visualize the process as a pyramid, leading from a broad base (the problem) and culminating in a point or the solution to the problem. (Figure 1)

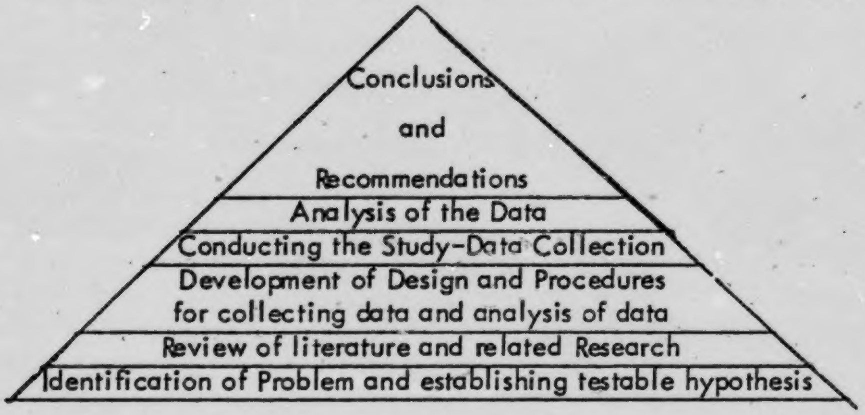
Conclusions
and
Recommendations
Analysis of the Data
Conducting the Study-Data Collection
Development of Design and Procedures
for collecting data and analysis of data
Review of literature and related Research
Identification of Problem and establishing testable hypothesis

Figure 1 Steps for Conducting a Study

The steps listed in Figure 1 are roughly comparable to the chapters in a thesis, the sections in a research article, and the order or time sequency of conducting the investigation.

Education 283 - University of Kansas

The Problem

The selection and definition of a researchable problem appears to be one of the most troublesome tasks for master's students. Because of the magnitude of the venture (a wholebook!), there is a tendency initially to select a problem so large that closure is virtually impossible. In order for the beginning student to complete his study within a reasonable time, it is often necessary for him to select his problem before he has had a great deal of experience in the field. This means that the beginning student must acquaint himself quickly with what has been done and what needs to be done in his speciality area. A general rule of thumb for the beginning researcher seems to be to select a problem that is small enough that it can be covered rather completely and that is specific enough that it can be measured.

Interest

The problem should be of interest to the researcher and hopefully to others. The reason for this is obvious. A rather intimate relationship between the student and his thesis is established. While there is no research evidence to indicate that "high" interest has a cause and effect relationship to improved thesis writing, the self report of many students would indicate that there is less avoidance behavior connected with pleasureable thesis topics.

Importance

It helps the investigator to become involved in his study if he feels that his project is really important and that it will add knowledge in the field. The analysis of the data then becomes an exciting discovery task rather than a laborious academic exercise. The student might even get his advisor interested enough to anxiously await the next chapter of his thesis.

Manageability

If the problem is interesting and important, a further requirement is that it must be manageable by the investigator. A sample of the population under investigation must be available and conclusive to the proposed study. It is not always possible to get a covey of unwed mothers or to have access to a sample of autistic children for a project. It may not be possible to use certain measuring instruments in public schools because of the local board of education policy. The testing requirements may necessitate the use of several psychometrists who may not be at the researcher's command, and fellow students are probably having their own problems.

It may also be necessary for the investigator to develop and test his own measuring instruments prior to initiating a study. In addition, there is always the consideration of cost. Few master's students can plan a study involving Computor Assisted Instruction because of the cost of the equipment.

One further factor is the consideration of time. Studies that take years for the effects to be measured (early toilet training as related to mathematical ability) are usually not feasible for the master's students.

Hypotheses

The researcher must be able to state his chosen problem in precise terms. The questions that the students are going to deal with may be stated in question form although they are usually stated in the form of hypotheses to be tested. Hypotheses are often stated in the null form for the express purposes of being rejected. For instance, instead of asking whether left-handed emotionally disturbed boys are brighter than right-handed emotionally disturbed boys, the researcher will state: There will be no statistically significant difference between left-handed emotionally disturbed primary aged boys and right-handed emotionally disturbed primary aged boys and right-handed emotionally disturbed primary aged boys on the derived scores of the Draw-A-Man test. Stated in this way the researcher and the readers know precisely what he is going to test.

If there is theory or sufficient evidence to indicate to the researcher that the variable under consideration may be higher (or lower) after treatment he may use a directional hypothesis. In this instance he would state that performance. A will be significantly higher on measure X on post-testing than on pre-testing.

Review of Literature

Prior to the selection of the problem and the establishment of hypotheses the researcher will have reviewed at least some of the literature related to his problem. He will know what has been done in the area of his problem and what some other researchers have suggested as fruitful considerations or pitfalls. However, a more exhaustive search of the literature related to his problem is necessary at this point.

Though evaluation or commentary on the prior research is not indicated, a thorough reporting of what has already been done is necessary. This should aid the researcher in establishing population samples and procedures and instruments for conducting his own investigation.

While the student may go far a field in his pursuit of the literature surrounding his topic, it is recommended that he use only the literature resources that help him tell his story. As much as possible the literature that is reported should be directly related to the problem under investigation. Conflicting findings by other investigators often highlight the problem and point to the necessity for further investigation.

There are a number of avenues open to the student in his pursuit of a topic and the review surrounding the selected problem. The final chapter in most theses and dissertation yields ideas for further study. The bibliography in the theses can start the researcher on his way. The references at the end of journal articles and books are sources of information. The library has books called Psychological Abstracts, Educational Abstracts, Dissertation Abstracts, etc., which are extremely helpful in the initial stages. Be sure to look under area headings in these as well as topic headings.

Research Design

Whole books have been written on the procedures and methods for conducting meaningful research. In the effort to be complete the authors usually present numerous complex formulas with their derivations, lengthy discussions on precautions and the control of variables, unfamiliar Greek signs, and a list of assumptions to be met of such a sophisticated nature that the beginning researcher often desires to end his career in research at this point. However, don't despair!!

There are a number of different ways that one can design a study to answer the questions posed by the problem that the researcher selects. Some of these approaches will be discussed briefly.

Historical

There is nothing wrong with writing a historical thesis. One might want to trace the laws on sterilization relating to institutions in Kansas and draw conclusions based on the effect of these laws. There are a number of problems that lend themselves to an historical treatment and where a statistical treatment is not appropriate or necessary. The design of such a research study should be concerned with methods of collecting and compiling information, and the organization of the information in such a way that it tells the story in a clear and concise manner.

Descriptive Studies

Some problems may be dealt with by the compilation and reporting of descriptive information. One may be interested in the characteristics of families that have children who have been labelled Learning Disabilities (L.D.). Taking a random sample of parents, one may use a questionnaire or school records to describe these parents in regard to various categories i.e. socioeconomic, education, marital status, etc.

Information gained from such studies may lead other researchers into comparative studies or manipulative studies. Often the data are reported in percentage figures.

The sources of information used by the researcher are often a concern. If a questionnaire is used, the researcher needs to study the procedures for developing reliable and valid questionnaires and the problems associated with confusing questions and nonreturns. While descriptive studies seem easier to conduct than comparative studies because of the reduced need for sophisticated statistical manipulation, these require careful preplanning concerning methods and procedures for attaining reliable and representative data. Studies using interview techniques or observational procedures must always be concerned with investigator bias. Does the theoretical position of the investigator affect the results through the choice of questions asked or the behaviors observed to the detriment of the results, and hence, the conclusions drawn.

Statistical Studies

Throughout the next few sections of this paper various statistical tests will be mentioned. Non-parametric tests will be most often referred to although their parametric equivalent can often be substituted or used. The reason that non-parametric tests are used is that the population samples in special education are often small and one may question whether the data is interval data, a requirement of parametric statistics. The question may also be raised as to whether the populations can be considered as being normally distributed. In addition, with small numbers the non-parametric statistical tests are easy to work. The names of these tests may be found in the attached figure by Sidney Siegel and are arranged according to research design structures.

1. Correlational Studies

Beginning researchers are often interested in determining relationships that may exist between two variables in the population under investigation. While the existence of such a relationship doesn't mean that a cause and effect relationship exists between the variables, it may help the researcher predict or it may lead to further manipulation studies.

Obtained correlations range from a -1.0 to a +1.0. The closer to either a -1.0 or +1.0 improves the predictive value of one variable to the other. Tables indicating the levels of significance for obtained correlational values may be found in Siegel's book on Nonparametric Statistics or Koenker's book on Simplified Statistics. The Spearman rho test is easy to use with small numbers and compares quite closely to the Pearson Product-Moment Coefficient test.

Questions of the following types lend themselves to correlational studies:

1. Is there any relationship between the way Emotionally Disturbed (E.D.) children say the behave and the way they say they wished they behaved (Self Concept)? See Cohen's article "An Aid in the Computation of Correlations Based on Q Sorts" in Psych. Bulletin, Vol. 54, No.2, 1957, pp. 138-39.
2. Is there any relationship between the way teachers rank their children on mathematical ability and the children's scores on timed math tests? See Siegel's discussion on Spearman Rank Correlation.
3. Is there any relationship between the self-concept scores of children in classes

whose teachers had a course in Special Education and those whose teachers didn't have a course? See Koenker's discussion on Point Biserial Correlation in Simplified Statistics pages 77-79.

2. Comparison Studies

One can compare a sample of a parent population in many situations, i.e. with an "expected" happening, with themselves, with children matched on a number of variables and themselves, with another unmatched group or groups, etc. The posibilities are as numerous as the researcher thinks he can handle. Usually the researcher tries to limit himself to testing for one variable at a time in order to keep his study "clean".

a. One-sample studies.

The researcher may want to find out whether E.D. childrer prefer intrinsic or extrinsic rewards. He may not be interested in whether their choice is similar to or different from normal children or L.D., M.R., or any other classification of children. He is interested in only one sample. Taking a sample of fifteen E.D. children, he gives them a simple task to do. Upon the completion of the task, he offers them the choice of making a hidden record of their work or a toy from the grab bag. After the fifteen E.D. children have made their choices, the researcher wants to find if their selection preferences exceed the realm of chance selection. He may either use the Binominal Test or the X^2 One-sample Test found in Siegel's book. Finding the probability levels of his obtained distribution, he feels more confident about generalizing his findings to other E.D. children like the ones he tested.

b. Related Samples.

The researcher may want to find out if his sample of children change in the same way after a treatment is administered to all of them. In this case each child is used as his own control subject. The researcher may measure the self concept of his sample group using some relaible measuring instrument. Then each morning for two months he asks the children to tell good things about themselves as Homme suggests in an article in The Psychological Record, 1968, Vol. 18, pp. 425-434: At the end of the time, self-concepts are measured again. Either the Sign Test or the Wilcoxon Matched-Pairs Signed Ranks Test may be used to determine if the change that occurred is such that it would not have happened by chance (Siegel, 1956).

c. Independent Samples.

For some studies the researcher may want to find out if a sample of youngsters in his population is significantly different than another group on a particular variable. An example of this type of research might be to find out if there is any difference between smokers and non-smokers on the incidence of cancer. One would use the X^2 test for this type of study (see either Siegel, 1956, or Koenker, 1961). The statistical analysis is not too difficult but it is very necessary to clearly define the sample population and the variable under consideration.

If the sample groups are discernable (E.D. and L.D.) and the variable is not an either/or variable, but is a matter of degrees, then the Mann Whitney U Test may be the test to use (Siegel, 1956). Taking a group of E.D. children and a group of L.D. children, the researcher may want to find out if there is any significant difference in their number of reversals in the oral reading of a two hundred word reading passage.

The Mann Whitney U Test may also be used to determine if the modification technique used with a single subject was effective. The two groups of scores to be compared would be those earned before the treatment and after the treatment. Other statistical tests used in behavior modification projects are the Fisher Exact Probability Test and the X^2 Test. In these cases it is necessary to compute the mid-median by using half the distance between the before treatment phase and the during treatment phase. The Mann Whitney U Test eliminates this phase.

d. Multiple group or treatment comparisons

Usually it is difficult to find three or more matched or related groups so the discussion in this section is mainly geared to three or more independent groups or treatments. One of the easier tests to use is the Kruskal-Wallis One-Way Analysis of Variance Test in parametric statistics. If one wants to compare O.H. children with EMH and TMH children on rate of correct arithmetic production or self-concept scores, then one merely has to obtain the data in a similar way for all three groups and place it in the formula as prescribed. Likewise, the researcher can take the scores earned by children under treatment 1,2, and 3 and compare these by the use of the Kruskal-Wallis Test.

e. Applied Behavior Research Design -- See Hall Booklets.

Reporting the Findings

After the statistical analysis of the collected data has been completed, then the findings are reported in a clear and concise way. Usually no attempt to interpret the findings is done at this time. The results of the study are usually placed in Chapter IV in such a way that the reader can have the same information before him that the researcher has. Tables are often a convenient way to present data so that the reader can quickly see the results that the researcher has found. The researcher may discuss his findings at this time. This may be particularly helpful if his study is long.

Summary and Conclusions

At this stage the researcher often repeats his original questions, his derived hypotheses and the results of his attempts to accept or reject the hypotheses. Hopefully, he has added a measure of knowledge to the existing body of information about a problem in special education. He should have developed some ideas as to how his study could have been better carried out and what further studies might be conducted around his problem or problems that he has observed as spin-off studies from the major topic. The researcher may interpret his findings in light of prior research and the limitations of his own study. He should feel free to draw conclusions that are supported by his data.

Thesis Overall Organization

A - Front Matter

1. Title	(example included in Appendix)
2. Acknowledgements	" " " "
3. Table of Contents	" " " "
4. List of Tables	(may or may not contain this)
5. List of Figures	" " " " " "

B - Text

1. CHAPTER I
   INTRODUCTION
2. CHAPTER II
   REVIEW OF THE LITERATURE
3. CHAPTER III
   METHOD or DESCRIPTION OF INVESTIGATION
4. CHAPTER IV
   ANALYSIS OF DATA AND DISCUSSION OR RESULTS OR RESULTS AND DISCUSSION
5. CHAPTER V
   SUMMARY
   or SUMMARY AND CONCLUSIONS
   or SUMMARY AND IMPLICATIONS
   or SUMMARY, CONCLUSIONS AND IMPLICATIONS

C .- Reference Matter

1. REFERENCES	
2. APPENDIX (ES)	(may or may not have these)

Organization of CHAPTER I, INTRODUCTION
(3 to 5 pages long approximately)

Statement of Purpose

1. background of problem;
   how your problems fits in to a larger
   perspective, or limiting your problem
2. references in order to:
   a) validate assumption
   b) Provide a link between your problem and existing theory.

3. significance of the study to the field

4. declarative statement which is declarative of purpose

Optionals

- a) definition of terms
- b) operational definitions - one which you wish to proceed under
- c) abbreviations

You do not state hypothesis here, but you can state questions

Problems to avoid in Chapter I

1) Try to give an overview or capsule summary, do not give entire history
2) No documentation
3) Sometimes its too long - should be to the point.

CHAPTER II, REVIEW OF THE LITERATURE
(10 to 35 pages long)

1. Re -statement of purpose
   after this statement enumerate subject to be discussed.
2. Statement on how review relates to the purpose.
   "You construct a conceptual framework"
   "An assessment of the state of present knowledge".
3. Types of reviews
   - a) Direct review
   - b) Related review, when no research exists in the area of your problem
   - c) Combination type, which is a related and direct review.
   - d) Methodology review, if the method used needs to be explained.
4. This chapter should conclude with a brief summary on:
   - a) Review findings
   - b) What is lacking
   - c) Since this has not been done ....
5. Helpful hints
   - a) Review should be: Structured, Organized, and Limited
   - b) Where to look and how:
     Psychological Abstracts (most recent first)
       Bibliographies of Theses
       Bibliographies of Articles
   - c) Keep card file of references used, to include in your Reference section.

CHAPTER III, DESCRIPTION OF INVESTIGATION
(7 to 15 pages long)

1. Re-state Purpose
   The variables under investigation should be clearly stated.
2. Method
   Sub-sections must be in logical order
   a.) Subjects or Population
      define sample, setting, how you selected them.
      Start out with description of subjects.
   b.) Definitions
      Explain technical terms which will be referred to in subsequent sections
   c.) Measurement
      Recording instrument, or evaluation procedures
   d.) Apparatus
      Special Equipment of some kind - description
   e.) Materials
      Description of own or curriculum materials, or combination.
   f.) Treatment Design
      Overview of approach to select problem
      Include table to clarigy description if necessary
3. Procedure
   Logical order - how you executed it.
4. Hypotheses or Questions
   Introductery Paragraph
      There will be no acceptable difference etc.
      They may be listed. For example list questions you want to answer.

Additional Information

a) In Chapter III tables begin to appear in thesis. They may also be put in the appendix, so references to appendix would also begin.
b) You must refer to appendix in text.
c) Chapter IV should contain all information, in logical order.

CHAPTER IV, ANALYSIS OF DATA
(approximately 10 pages)

1. Purpose, Nature and scope of problem.
   Concentrate on an objective analysis without references or guided judgements.
2. Quantification of Data
   a.) Statistical Tests
      If these were used state names of tests. Include rationale for using the test.
      If it's an unusual test mention formula. State level at which you accept or reject your data.

b.) Other forms of analyzing data
If an applied behavior analysis design is used explain which.

3. Descriptive Analysis
    a.) Sub-divisions devoted to each question or hypothesis that you asked.
    b.) Usually a table will go with each hypothesis.

In this chapter include all other information regarding you study which would clarify any item, to the reader.

CHAPTER V, SUMMARY
(5 to 7 pages long)

1. Re-state purpose and design.
2. Interpretation of finds
    a.) why data turned out differently than expected, etc.
3. Limitations of the study.
4. Recommendations for future research.
5. Conclusions
    results of the investigation, (short)

A CHECKLIST OF ITEMS FOR POSSIBLE INCLUSION IN A RESEARCH DISSERTATION OR A RESEARCH REPORT

The following is a checklist of Items which are typically included in a research dissertation or report. Not all of the suggested categories are necessary or appropriate for all studies, and the order of items within chapters may vary somewhat. These items are intended to serve as a guide:

CHAPTER 1: THE PROBLEM

______ Introduction
______ Background of the problem (e.g., educational trends related to the problem, unresolved issues, social concerns)
______ Statement of the problem situation (basic difficulty--area of concern, felt need)
______ Purpose of the study (goal oriented)--emphasizing practical outcomes or products
______ Questions to be answered or objectives to be investigated
______ Conceptual or substantive assumptions (postulates)
______ Rationale and theoretical framework (when appropriate)
______ Delineation of the research problem (explication of relationships among variables or comparisons to be considered)
______ Statement of hypotheses (conceptual rendition subsequently followed by operational statements in Chapter 1 or in Methodology Chapter)
______ Importance of the study--may overlap with statement of problem situation
______ Definition of terms (largely conceptual here; operational definitions may follow in Methodology Chapter)
______ Scope and delimitations of the study (narrowing of focus)
______ Outline of the remainder of the thesis or proposal

CHAPTER 2: REVIEW OF RELATED LITERATURE

______ Organization of the present chapter--overview
______ Historical background (if necessary)

Purposes to be Served by Review of Research Literature

______ Acquaint reader with existing studies relative to what has been found, who has done work, when and where latest research studies were completed, and what approches involving research methodology, instrumentation, and statistical analyses were followed (literature review of methodology sometimes saved for chapter on methodology)
______ Establish possible need for study and likelihood for obtaining meaningful, relevant, and significant results
______ Furnish from delineation of various theoretical positions a conceptual framework affording bases for generation of hypotheses and statement of their rationale (when appropriate)

Educ. 283: Methods of Educational Research
University of Kansas

Note: In some highly theoretical studies the chapter "Review of Literature" may need to precede "The Problem" chapter so that the theoretical framework is established for a succinct statement of the research problem and hypotheses. In such a case, an advance organizer in the form of a brief general statement of the purpose of the entire investigation should come right at the beginning of the "Review of Literature" chapter.

Sources for Literature Review

______ General integrative reviews cited that relate to the problem situation or research problem such as those found in Review of Educational Research, Encyclopedia of Educational Research, or Psychological Bulletin. (Such reviews can save citing scores of contributions and can permit the writer to review selectively in depth a relatively small number of highly relevant investigations to his research problem.)

______

______ Specific books, monographs, bulletins, reports, and research articles--preference shown in most instances for literature of the last ten years.

______ Unpublished materials (e.g., dissertations, theses, papers presented at recent professional meetings not yet in published form, but possibly available through ERIC)

______ Selection and arrangement of literature review often interms of questions to be considered, hypotheses set forth, or objectives or specific purposes delineated in problem chapter

______ Summary of literature reviewed (very brief)

CHAPTER 3: METHODOLOGY OR PROCEDURES

______ Overview (optional)

______ Description of research methodology or approach (e.g., experimental, quasi-experimental, correlations, causal-comparative, or survey)

______ Research design (Spell out independent, dependent and classificatory variables and sometimes formulate an operational statement of the research hypotheses in null form so as to set the stage for an appropriate research design permitting statistical inferences.)

______ Pilot studies (as they apply to the research design, development of instruments, data collection techniques, and characteristics of the sample)

______ Selection of subjects (This is concerned with sample and population.)

______ Instrumentation (tests, measure, observations, scales, and questionnaires)

______ Field, classroom or laboratory procedures (e.g., instructions to subjects or distribution of materials)

______ Data collection and recording

______ Data processing and analysis (statistical analysis)

______ Methodological assumptions

______ Limitations (weaknesses)

______ Possible restatement of conceptual hypotheses from problem chapter in operational form relative to instrumentation and experimental procedure or design followed (operationally stated hypotheses can also be put in null form to furnish an optional third set of hypotheses amenable to statistical testing)--if not done elsewhere.

______ Summary (optional)

______ Findings are presented in tables or charts when appropriate

______ Findings reported with respect to furnishing evidence for each question asked or each hypothesis posed in problem statement

______ Appropriate headings are established to correspond to each main question or hypothesis considered

______ Factual information kept separate from interpretation, inference, and evaluation (one section for findings and one section for interpretation or discussion)

Note: In certain historical, case-study, and anthropological investigations, factual and interpretive material may need to be interwoven to sustain interest level, although the text should clearly reveal what is fact and what is interpretation.

______ Separate section often entitled "Discussion," "Interpretation," or "Evaluation". ties together findings in relation to theory, review of literature, or rationale

______ Summary of chapter

CHAPTER V: SUMMARY, CONCLUSIONS, RECOMMENDATIONS

______ Brief summary of everything covered in first three chapters and in findings portion of Chapter IV

______ Conclusions ("so what" of findings; often the hypotheses restated as inferences with some degree of definitive commitment and generalizability)

______ Recommendations (practical suggestions for implementation of findings or for additional research)

Chapter II

SOME RULES OF PUNCTUATION
from
A Manual for Writers
by Kate L. Turabian

Punctuation in what may be called its secondary use has been treated to some extent in all the preceding chapters.[1] Here, for the benefit of those who may desire to review the subject, it will be briefly dealt with in its relation to sentence structure. The matters discussed are mainly those that for the most part students seem to understand the least and therefore to overlook the most often.

Period

a) A period should be placed at the end of a complete declarative or imperative sentence, and although in compound sentences two or more subject-predicate elements may be separated by semicolons (see "Semicolon," below), the substitution of a comma, as in the following, is a common fault:

Wrong: The hour was late, we were obliged to go by automobile.

b) Commas may be properly used, however, to separate independent clauses that are closely connected in thought, especially when they not only have the same subject but employ the same tense.

He was fitted by education and training, he had no close family ties, he was fired by a sense of mission.

Also, very short sentences closely connected in thought may use commas to separate the clauses.

John is going to Europe, Debby is going to Maine, I am going to school.

---

[1] This section is based on the rules set forth in A Manual of Style.

c) When any of the elements in a series contains a comma, the units are separated by semicolons.

Three cities that have had notable success with the program are Hartford, Connecticut; Kalamazoo, Michigan; and Pasadena, California.

The percentages of failures were as follows: Class A, 7 per cent; Class B, 13 per cent; and Class C, 30 per cent.

Comma.--Although the comma indicates the smallest interruption in continuity of thought or sentence structure, when it is correctly used it does more for ease of reading and ready understanding than any mark of punctuation.

a) Used in pairs, commas set off elements that are actually parenthetic in nature. If one of the pair is omitted, part of the parenthetic matter is run into a clause or phrase to which it does not belong, thus producing a sentence that is awkward in its association of ideas and difficult to read. No one should be guilty of sentences punctuated like the following:

Wrong: John Ross, 24 was among the missing.

Wrong: My mother, who lives in New York spent the winter in Florida.

Wrong: The bill you will be pleased to hear, passed at the last session.

b) Ordinarily, put a comma between independent clauses joined by "and," "but," "or," "nor," or "for" when there is a change of subject.

This was an ancient custom among the Greeks, and the Romans took it over from them.

He would glorify the victor so far as he was really glorious, but other men would "tell a tale decked out with dazzling lies."

c) The comma should be omitted, however, in short sentences composed of clauses closely connected in thought.

He arrived at noon and I took him directly to the meeting.

Colon

a) A colon marks the point at which the idea expressed in one clause is followed by another clause or by a phrase (or more) that expands, clarifies, or exemplifies its meaning.

There was another result no less inevitable: all they knew must be kept jealously within the organization.

There are, first, two functions to be considered: its significance as a repository and its significance as an instrument of research.

b) A colon is placed at the end of a grammatical element introducing a formal statement, whether the statement is quoted or not. It is always placed after "following," "as follows," "thus," "in sum," and the like.

He summed it up thus: "Our capital is intellectual; . . . "

And, finally: There can be no question, in view of the evidence presented, that the man committed a forgery.

His "laws" are as follows: books are for use; every reader his book; . . .

Semicolon

a) A semicolon is used between parts of a compound sentence that are not connected by a conjunction. Note that the following adverbs (and there are others) should not be treated like conjunctions, but should be preceded by semicolons, not commas: "consequently," "hence," "however," "indeed," "therefore," "thus," "yet."

In India the idea of truth became completely separated from outside fact; hence all outside was illusion; truth was an inner disposition.

It recognizes that men's judgments and conclusions about space are purely of his own making; yet we need to recognize . . .

b) A semicolon may be used to separate independent clauses that are closely connected in thought.

Let us grant the evils of vicarious living; let us also grant its necessity.

d) A comma may be used to separate short independent clauses that are closely connected in thought when they have the same subject and employ the same tense.

He was fitted by education and training, he had no close family ties, he was fired by a sense of mission.

e) When two grammatical elements that are not independent clauses are joined by "and," "but," "or," "nor," use no comma between them.

This was accomplished by assisting the pupil to clarify her thought and to relate clearly one part of it to another.

f) Use commas to set off a non-restrictive clause or phrase; omit them around a restrictive clause or phrase. An element is non-restrictive if it is not essential to the meaning of the main clause and may be omitted. A clause or phrase is restrictive when it is needed to identify the work it modifies.

These books, which are placed on reserve in the Library, are required reading for the course. (The clause is non-restrictive, since the meaning of the main clause, "These books are required reading for the course," is unchanged if the parenthetical clause is omitted.)

The books which are required reading for the course are placed on reserve in the library. (Here the clause is restrictive; it identifies the books placed on reserve as those that are "required reading for the course.")

The deserted mill, standing with idle wheel beside the rushing stream, marked the spot where the road turned toward the lake. (Non-restrictive.)

The building standing on the site of the old courthouse is the newest in the business section. (Restrictive.)

g) Separate with commas two or more coordinate phrases or clauses ending in a word that governs or modifies another word in a following clause or phrase.

She both delighted in, and was disturbed by, her new leisure and freedom.

It is a logical, if as I fear a harsh, solution to the problem.

h) Use a comma to separate an opening subordinate clause or and adverbial phrase, or an introductory phrase containing a gerund, participle, or infinitive from the main clause.

Although he had never been on a pack trip, he agreed to go.

As far as mechanics of presentation are concerned, one can understand . . .

If that is correct, they have no reason for complaint.

Hoping that his fellows would soon catch up with him, he stopped to rest.

i) Set off with commas words or phrases that make a distinct break in the flow of thought.

This statement, therefore, cannot be verified.

However, the motion was tabled.

That, after all, is not a matter of great importance.

j) But omit the comma with such words when the connection is close and the sentence reads smoothly.

It is therefore clear that the deposits were made . . .

He was perhaps thinking of the future.

The deception was indeed obvious.

k) Use commas to set off a noun or a phrase that is in apposition to another noun.

His brother, a Harvard graduate, transferred to Princeton for his work in theology.

A one-time officer in the Foreign Legion, the man hoped to escape further military duty.

m) If, however, the appositive limits the meaning of the noun, no commas should be used.

The Danish philosopher Kierkegaard once wrote: "What is anxiety?"

The motion picture Becket is adapted from the play by Jean Anouilh.

n) A series of three or more words, phrases, or clauses should be separated by commas, even though the last in the series is preceded by "and."

New York, Chicago, and Los Angeles were the cities mentioned.

He asserted that dishes had been broken, cutlery lost, and carpets and upholstery soiled beyond the possibility of renovation.

o) Set off contrasted elements with commas.

The idea, not its expression, is significant.

The harder we run, the more we stand in the same place.

p) Use a comma to separate two identical or closely similar words.

They marched in, in twos.

Whatever is, had better be accepted.

q) Although adjectives in a series are normally separated by commas, if the last adjective is more closely connected to the noun than are the others, omit the comma between the last two adjectives.

At the intersection is a large, new brick house.

He was a ragged, spindly little fellow.

r) A comma is used to prevent misreading of such sentences as the following:

Of Grant, Lincoln said . . .

After eating, the lions yawned and then dozed.

Outside, the house appeared larger than the size of the rooms indicated.

s) Do not use a comma between the two parts of a compound predicate.

Those men fell in love with the American wilderness and learned its contour and moods.

Dash.--Dashes are used to set off material that is parenthetic or summary in nature. In typing, distinguish between a dash and a hyphen. A dash consists of two hyphens without space either between them or at either side.

He arrived late--a circumstance I should have mentioned earlier.

a) Use dashes to mark an interpolation or a sudden break in thought causing a change in sentence structure.

In the Sermon on the Mount--the style of the New Testament is, of course, formed on that of the Old--occurs this passage.

And yet--here is the Greek miracle--this absolute simplicity of structure is alone in majesty of beauty . . .

To this the young man answered--he must have been very young--"I will do as you say."

b) Introduce by a dash an element that emphasizes or explains the main clause through repetition of a key-word.

But where shall wisdom be found? --the wisdom that is above rubies. (When it is needed, an interrogation point or an exclamation point may be inserted before the dash in a sentence like this.)

c) Dashes should be used to set off the insertion of a defining or enumerating element, or the addition of a summary, whether the summary is a clause, a phrase, or a simple list.

The English House of Lords, endowed with all the best the world could give--power, riches, reverential respect--fought with all her might . . .

The statue of the man throwing the discus, the charioteer at Delphi, the stern young horsemen of the Parthenon frieze, and the poetry of Pinder--all show the culmination of the great ideal . . .

Each student kept a record of everything he read--good, bad, and indifferent.

Hyphen.--A hyphen is used to join two or more words which in combination form a single term--a compound word. Many such words are familiar (e.g., "twenty-one," "two-thirds," "by-product"); many more may not be, and a dictionary is of little help, especially as writers constantly coin new compounds to fit their needs. For a thorough treatment of the subject, *A Manual of Style* should be consulted. Selected from the *Manual* and commented upon below are some of the more common usages.

a) Hyphenate phrases used as adjectives when the word combinations formed might be ambiguous.

high-school course
first-class investment
nineteenth-century progress
well-known man
better-trained teachers
English-speaking peoples

house-to-house canvass
two-year-old boy
much-needed rest

b) However, many word-combinations requiring hyphens when placed before a noun are not hyphenated when they are used after the word modified.

He is a man well known for his interest in civic affairs.

The new salary scale should attract teachers who are better trained.

The company's accounting methods are strictly up to date.

c) Hyphenate combinations of (1) noun or adjective with a participle, or (2) present participle with a preposition that does not govern the noun following.

dark-colored
dog-tired
foreign-born
liquor-crazed
sinister-looking
quiet-spoken
war-marred
lean-to
leveling-up

d) Use hyphens in compounds the last term of which is derived from a transitive verb.

clay-modeling
labor-saving
information-seeking
pleasure-loving
hero-worship
pain-killer
noun-coinage
office-holder
wage-earner

e) In general, use hyphens with the prefixes "all-," "ex-," "self-," "vice-," and with the suffix "-elect."

all-embracing
all-knowing

self-rule
self-made

ex-president
ex-serviceman

governor-elect
senator-elect

vice-regent
(*But:* viceroy)

f) Omit the hyphen in compounds the first term of which is derived from a verb.

boarding school
flying field
boiling point

meeting place
running board
rocking chair

trading post
turning point
whipping boy

g) Use no hyphen for a combination the first word of which is an adverb ending with "-ly," or for a combination of adverb and participle when no ambiguity would result (since an adverb cannot modify a noun).

easily found answer
readily recognized principle
ever increasing interest

slightly elevated walk
heavily populated area
evenly distributed wealth

h) In general, prefixes when joined to roots drop the hyphen except when

(1) joined to a proper noun or a proper adjective;

pre-Cambrian
Pan-Islamic
un-Christian

(2) joined to a word with a first vowel that would form a diphthong with the last vowel of the prefix;

co-author
co-worker
ante-urban

(3) absence of the hyphen would suggest mispronunciation, or would confuse the word with one of a different meaning.

pre-eminent
re-cover (to cover again)
re-create (to create again)

But for the following--to mention but a few--no hyphen is used between the prefix and the root.

biweekly
coeducation
coexistent
prehistoric
prewar
overconfident
rearrange
reword
unhandy

i) Hyphenate compounds denoting equal participation.

author-critic
city-state
soldier-statesman

j) When a compound word, the last of a series, is preceded by others of the same base word represented only by a modifier in each case, a hyphen should be placed after each modifier.

All over Greece there were games and athletic contests: horse-, boat-, foot-, torch-races among them.

The six- and seven-year-olds were assigned first- and second-grade lessons.

k) Hyphenate such adjectival compounds as the following:

do-it-yourself kit
go-as-you-please fashion
every-other-year arrangement
now-or-never choice

Practice Worksheet I
Common Grammatical Errors and Errors of Style

These are examples of the following common grammatical errors: 1. Shift of verb tense 2. Non-parallel phrases 3. Incomplete sentence 4. Non-agreement of noun and pronoun referent 5. Use of the first person pronoun in formal writing 6. Run on sentence, or comma fault 7. Dangling modifier 8. Non-agreement of subject and verb. Find the mistakes, correct, and number them to correspond with these numbers.

1. When used individually one must beware of overinterpreting an obtained correlation.

2. The thermostat in this case being the feedback mechanism similar to the manner that the human mechanism is controlled through the feedback of the environment.

3. Therefore, it should be used as a planned variable in the formulation of some of our educational techniques.

4. Additional instruction is given, showing the individual where he is wrong, a retest is administered and checked three weeks later, the program is continued if there are no mistakes.

5. The importance of the reward lies in the strengthening powers they have upon the desired behavior.

6. They were residents of the Gillis Home for Children and attend school there in the classrooms designed for them.

7. Knowledge of results serving as a cueing function provide motivation to continue with the task.

8. The purposes of the study are: (a) provide an educational procedure for the development of creativity in a gifted emotionally disturbed children in the area of special education; (b) to encourage this child's divergent thinking; (c) make the child more relaxed with this kind of assignment and exposure; (d) to investigate the effects of this procedure on this child's score on a measure of creative thinking.

Corrections for Practice Worksheet I

Number 1 (7), No. 2 (3), No. 3 (5), No. 4 (6), No. 5 (4), No. 6 (1)

No. 7 (8), No. 8 (2).

The sections below are examples taken from rough drafts of theses and are inadequate in terms of clarity or specificity. If possible, change the passages by re-wording. If not enough information is available for changes, note where and what kinds of improvements could be made.

Narrative section

1. In recent years growth in the field of education for exceptional children has been dramatic, not only in the numbers of children in special programs but in the attitude of the public and broadening changes in educational planning. Currently teacher training curriculum, and instruction have developed in college programs for emotionally disturbed children in the area of special education.

2. However, through the structure set up concerning the writing sequence this child was not only able to function but produce successfully.

Data section

3. The Pretest exhibits the beginning potential of the student, while the Posttest reveals if change has resulted. The measurement of this change is determined by subtracting the scores from the subcategories of the Pretest from the scores from the subcategories of the Posttest.

4. This child should change in eleven out of thirty subdivisions, leaving no change in nineteen of the subdivisions; there was only one negative score.

Other common errors found in theses for which no examples are provided are: 1. One sentence paragraphs; 2. Lack of transitional phrases or material; 3. Redundancy.

Well, you pay attention to the 13 "pungent pointed tips for writers" which appeared recently in a Chicago newspaper after being borrowed from the Cook County Educational Digest, which, in turn, had reprinted them from the Education Reporter:

1. Don't use no double negative.
2. Make each pronoun agree with their antecedent.
3. Join clauses good, like a conjunction should.
4. About them sentence fragments.
5. When dangling, watch your participles.
6. Verbs has to agree with their subjects.
7. Just between you and I, case is important too.
8. Don't write run-on-sentences they are hard to read.
9. Don't use commas, which aren't necessary.
10. Try to not ever split infinitives.
11. Its important to use apostrophe's correctly.
12. Proofread your writing to see if any words out.
13. Correct spelling is essential.

Practice Worksheet II
Errors of Style

1. (Chapter II) Burt and Lewis (1946) report two experiments conducted with slow learning children.

2. The children received 1 year of reading instruction using one of the following approaches: visual, kinesthetic, alphabetic phonic, or mixed.

3. Two experiments were conducted with eighty slow learning children ranging in age from nine to 12 and one half years.

4. A similar study was done in 1964 by Staats, Minke, Finley, Wolf, and Brooks, in an attempt to find a more effective reinforcer. . . In this regard, the results of the research (Staats, Minke, Finley, Wolf, and Brooks, 1964) appear to provide a meaningful commentary on the situation.

5. Roswell and Chall (1968) stated, "Inaccuracy in word recognition is the major stumbling block among poor readers." (pg. 341)

6. His subjects were 12 boys, 11-to 16 year olds, who were in an institution for juvenile delinquents.

7. Arrange the following headings in order using correct subordination.

   1) The relationship between reading retardation and emotional disturbance.
   2) Review of the literature.
   3) Conflict with teachers.
   4) Personality characteristics associated with reading retardation.
   5) Aggressive conflict with authority figures.

Practice
Worksheet II   Pg. 2

8. Arrange and correct these as they should appear in a Reference section:

Harris, Andrew J. *How to Increase Reading Ability*.
New York, David McKay Co., 1970

Gann, E. Reading difficulty and personality organization.
New York: Crown Press, 1945, p. 4-725.

Harris, A. J. *Emotional blocks to learning*. New York,
The Free Press of Glencoe, 1961.

Bills, Ronald E. Non-directive play therapy with retarded
readers. Journal of consulting psychology, 1945, 9,
p. 105-118.

Bills, R. E., Arnold, R. D., Bixler, P. Treatment of a
reading problem through non-directive therapy.
Journal of consulting psychology, 1961, 12, 772-778.

Head Start Booklet #6, *Parents Are Needed*: *Suggestions on parent participation in child development centers*.
Washington, D. C.: Office of Economic Opportunity, 1967.

Practice
Worksheet II   Pg. 3

9. This boy reduced his high percent (x = 50.44 percent) of disruptive responses to a lower per cent (x = 2.17 per-cent).

10. Q Sort methodology consists of a set of principles drawn from philosophy, psychology, and statistics.

11. This viewpoint was also endorsed by several other researchers (Axline, 1947) (Bixler, 1945) who actually utilized methods of therapy rather than remedial instruction.

12. This review is necessarily limited and will confine itself to (1) a brief synopsis of methods of analyzing language samples, (2) an overview of studies concerning the structural language patterns of children and (3) a more detailed description of several studies relating to the language patterns of emotionally disturbed children.

13. It explicitly tries "to formulate the phrase-structures, rewrite rules, and transformations that apply when a speaker of a language generates a novel utterance or accepts a presented novel utterance as 'grammatical'".

14. Bernstein (1964) found different verbal planning orientations in different social classes and proposed an 'elaborated' and 'restricted' linguistic code based on phrase length, word length and pausing.

15. "Lower socioeconomic class members used longer mean phrase length but no shorter word length. . . Social class language differences were found to be much more important than the 3 year difference in age".

Corrections for Practice Worksheet II

1. Tense incorrect. Verbs used in Chapter II should, with few exceptions, be past tense. (Reported)

2. One should be spelled out. (APA, pg. 26)

3. Eighty changed to 80; nine to 9; and one half to 1/2.

4. Second reference to this study should be (Staats et al., 1964). Period missing after elipsis.

5. Page number should also be within the quotation marks.

6. Hyphenate as follows: 11-to 16-year-olds.

7. REVIEW OF THE LITERATURE

The Relationship Between Reading Retardation
and Emotional Disturbance

Personality Characteristics Associated
with Reading Retardation

Aggressive Conflict with Authority Figures

Text here.

Conflict with teachers. Text here.

8.

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Gann, E. *Reading Difficulty and Personality Organization.* New York: Crown Press, 1945.

Harris, A. J. *Emotional Blocks to Learning.* New York: The Free Press of Glencoe, 1961.

Correction Sheet (cont'd.)

Harris, A. J. How to Increase Reading Ability. New York: David McKay Co., 1970.

Parents are needed: Suggestions on parent participation in child development centers. Head Start booklet #6, Washington, D. C.: Office of Economic Opportunity, 1967.

9. . . . high percentage (x = 50.44%) of disruptive responses to a lower percentage (x = 2.17%).

10. Hyphenate Q-sort methodology; sort should not be capitalized.

11. Place both names in same parenthesis: (Axline, 1947; Bixler, 1945).

12. Seration within a paragraph should be noted by lower case letters in parentheses.

13. Period should come before final double quotation marks.

14. Elaborated and restricted should be enclosed by double quote marks. There should be a comma after word length.

15. Period is missing after elipsis. Three should be spelled out. Period should be inside closing quotation marks.

Practice Worksheet III
Errors of Style

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Practice Worksheet III

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Practice Worksheet III

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Instrument for Evaluating Experimental Research Reports

Marilyn N. Suydam
The Pennsylvania State University

1. How practically or theoretically significant is the problem? (1-2-3-4-5)

   a. Purpose (important ---- non-important)
   b. Problem origin
      1) Rationale (logical ---- illogical)
      2) Previous research (appropriate ---- inappropriate)

2. How clearly defined is the problem? (1-2-3-4-5)

   a. Question (operational ---- vague)
   b. Hypothesis (es) (relevant ---- irrelevant)
      (logical ---- illogical)
   c. Independent variable (s) (operational ---- vague)
      (relevant ---- irrelevant)
   d. Dependent variable (s) (operational ---- vague)
      (relevant ---- irrelevant)

3. How well does the design answer the research questions? (1-2-3-4-5)

   a. Paradigm (appropriate ---- inappropriate
   b. Hypothesis (es) (testable ---- intestable)
   c. Procedures (clear ---- unclear)
   d. Treatments (replicable ---- unreplicable)
      (appropriate ---- inappropriate)
   e. Duration (appropriate ---- inappropriate)

4. How adequately does the design control variables? (1-2-3-4-5)

   a. Independent variable (s) (uncontaminated ---- contaminated)
   b. Administration of treatment (rigorous ---- unrigorous)
   c. Teacher or group factors (controlled ---- uncontrolled)
   d. Subject or experimenter bias (controlled ---- uncontrolled)
   e. Halo effect (controlled ----uncontrolled)
   f. Extraneous factors (controlled ---- uncontrolled)
   g. Individual factors (controlled ---- uncontrolled)

5. How properly is the sample selected for the design and purpose of the research? (1-2-3-4-5)

   a. Population (appropriate ---- inappropriate)
   b. Drawing of sample (random ---- unspecified)
   c. Assignment of treatment (random ---- unspecified)
   d. Size (appropriate ---- inappropriate)
   e. Characteristics (appropriate ---- inappropriate)

Instrument for Evaluating Experimental Research Reports (continued)

Marilyn N. Suydam
The Pennsylvania State University

6. How valid and reliable are the measuring instruments or observational techniques? (1-2-3-4-5)

    a. Instrument or technique
        1) Description (excellent ---- poor)
        2) Validity (appropriate ---- inappropriate)
        3) Reliability for population (excellent ---- poor)
    b. Procedures of data collection (careful ---- careless)

7. How valid are the techniques of analysis of data? (1-2-3-4-5)

    a. Statistical tests
        1) Basic assumptions (satisfied ---- unclear)
        2) Relation to design (appropriate ---- inappropriate)
    b. Data
        1) Treatment (appropriate ---- inappropriate)
        2) Presentation (clear ---- unclear)
        3) Level of significance (specified ---- unspecified)
        (appropriate ---- inappropriate)
        4) Discussion (accurate ---- inaccurate)

8. How appropriate are the interpretations and generalizations from the data? (1-2-3-4-5)

    a. Consistency with results (excellent ---- poor)
    b. Generalizations (reasonable ---- exaggerated)
    c. Implications (reasonable ---- exaggerated)
    d. Limitations (noted ---- not noted)

9. How adequately is the research reported? (1-2-3-4-5)

    a. Organization (excellent ---- poor)
    b. Style (clear ---- vague)
    c. Grammar (good ---- poor)
    d. Completeness (replicable ---- unreplicable)

The following evaluation instrument could be helpful while conducting a review of the literature for Chapter II.

Instrument for Evaluating
Experimental Research Reports

Marilyn N. Suydan
The Pennsylvania State University

Directions:

Evaluate with the nine underlined questions which follow. The quality of the article in terms of each question should be rated on a five-point scale. The specifications for these five points are:

1) Excellent: all requirements for the question are met; nothing essential could be added

2) Very good: most requirements are met

3) Good: some requirements are met

4) Fair: A few requirements are met

5) Poor: None or too few of the requirements are met

Certain "key points" should be considered in ascertaining a rating for each question. These are listed below the question, followed by adjectives which indicate the continum on which the "key point" should be assessed. Do NOT make a response to these "key points." They are intended to focus the attention of all raters on the same pertinent aspects of each question.

Please make only nine responses for each article, one for each question.

Content Guidelines for Writing of Abstracts

Although many forms of abstracts are known, this standard refers only to the two forms that are used the most frequently: the informative abstract and the indicative abstract.

1.1 An informative abstract provides the reader with the essential and more important information contained in the document. It covers the purpose, methodology, results, and conclusions of the document, with emphasis on the latter two. An informative abstract transfers enough basic information to establish the degree of interest which the reader may have in reading the full document. Informative abstracts are especially suitable for factual texts:

1.2 An indicative abstract describes the document and tells what it is about. It is a "narrative table of contents" which contains generalized statements about the document's contents, but which excludes qualitative and quantitative data. An indicative abstract generally establishes whether reading of the full document may be of value. Indicative abstracts (and indicative statements within otherwise-informative abstracts) are particularly suitable for descriptive or discursive texts.

1.3 Combinations of informative and indicative abstracts can be written, and are within the scope of this standard. The degree to which either style should be employed varies with such factors as the length and style (factual/discursive) of the document and the length of the abstract.

1.4 Completeness. An abstract must be intelligible to a knowledgeable reader without reference to the document. It must be self-contained, but its wording may avoid repetition of the document's title if that is typographically close. Authors should bear in mind that the title and the abstract may be the only parts of a document that will be read.

Reprinted from: Publication Manual of the American Psychological Association, 1967 Revision.

1.5 Brevity. An abstract should be as concise as possible while still fulfilling its requirements as to content. For most papers an abstract of 100-120 words will be adequate, but it may be much shorter--i.e., annotations.

1.6 Accuracy. An abstract must reflect accurately the basic information content and tone of the document. To accurately epitomize a document, care must be taken to avoid distortions of emphasis or the inclusion of informtion or claims not contained in the document itself.

Content

2.1 An informative abstract should state the purpose, methodology, results, and conclusions presented in the original document. Most factual documents can be analyzed under these elements, but their optimum sequency depends on the primary audience for the abstract. Scientists--experts in a given discipline--have come to expect the above, "conventional" order.

2.2 Purpose. The objectives and scope of the research or the reasons why the document was written should be stated if these are not already clear from the title of the document. The statement of Purpose, like that of the Conclusions (2.5), may well be intelligible to a wider audience than the specialists to whom the details of Methodology and Results are addressed. Reference to earlier literature should be made only if it is an essential part or the purpose.

2.3 Methodology (Approach). The techniques used or the means by which the purpose was achieved should be stated. Methods should be described to the degree necessary for comprehension; details are required only if the method was novel or unusual. Reference to new methods should include their basic principle, the range of operation, and the degree of accuracy of the results obtainable. Methodology may include the description of data sources and their manipulation, and the general analytic-synthetic approach.

2.4 Results. Findings should be described in quantitative and/or qualitative terms, as concisely and informatively as possible. They may be actual or theoretical, data gathered, relationships and correlations noted, effects observed, etc. When findings are too numerous for all to be included, selection should be based on one or several of the following: new and verified events, findings of long-term value, significant discoveries, findings which contradict previous theories, or findings which the author knows are relevant to a practical problem.

2.5 Conclusions. Conclusions should deal with the implications of the findings, and especially with how these relate to the purpose of the investigation or document and to studies in related fields. Conclusions can be associated with the following aspects of a document: recommendations, evaluations, applications, suggestions, new relationships, and hypotheses accepted or rejected . When results and conclusions overlap, they need not be separately repeated, but conjecture must be clearly differentiated from fact. Numeric conclusions and inferences should be accompanied by an indication of their range of validity.

2.6 Incidental Findings. Findings or information incidental to the main purpose of the document but of interest outside its major subject area (e.g., modifications of methods, new compounds, newly determined physical constants. Newly discovered documents or data sources) should be reported in the abstract in such a way as to avoid distracting attention from the main theme or exaggerating their relative importance. When this is not possible within the limitations of overall length of the abstract, the addition of phrases or supplementary keywords should be considered for drawing attention to these developments in the minimum of space. The tendency to be all inclusive and verbose should be avoided when abstracting.

2.7 An indicative abstract should describe the type, scope, and salient contents of the document, with indicative statements about the purpose of the investigation (if this is not clear from the title), the methodology employed, the results obtained, the relative emphasis on conclusions, etc. Details about the document itself may also be included, e.g., bibliographic citations (contained in the enumeration of reference).

2.8 Insofar as possible, combinations of informative and indicative abstracts should contain informative statements about the important elements of the document and indicative statements about the lesser aspects.

Presentation

3.1 Syntax. An abstract should be written to form complete connected sentences and not as a list of headings (except as suggested at the end of 2.6). Language should be direct and concise; judicious use of the active voice can save many words. The third person should always be used. Within the requirement for brevity, good writing for good reading should be attempted.

3.2 Semantics. Nonstandard or unfamiliar nomenclature, proprietary abbreviations, or symbols should be avoided. If their use is important, however, or is preferred for convenience or brevity, they should be related to the standard forms at their initial occurences.

3.3 Graphics. Equations, structural formulas, and tabular material should not be included in an abstract if there exists an alternate, acceptable way to identify them. In describing data, it should be made clear whether the data are raw or derived, and whether they are observational or the result of careful, repeated measurement.

3.4 Experiments are abstracted in the past tense, but conclusions and results are in the present.

Chapter III

Sample of Thesis Proposal
"Final"

Abstract

This research will investigate the effectiveness of using peer tutors (within the same class) for low achieving readers. The procedure will use the contingent delivery of tokens or classroom privileges to reinforce the tutoring behavior of the tutor and the correct oral reading and written comprehension responses of the student. A multiple baseline design will be used to verify the effectiveness of these procedures.

Subjects and Setting

Low achieving students, as identified by teacher selection and standardized reading achievement tests in fourth and fifth grade inner city classrooms will serve as subjects for this investigation. Initially, two students from each class will be used to document the effectiveness of the procedure and, then hopefully, it will be expanded and/or modified to include a larger population in the same school.

Measurement Procedure

A number of behaviors will be measured both in the tutoring and reading components of the procedure. First, the correct oral reading rate on the tutored material will be recorded. A system similar to most standardized diagnostic reading tests will be used to identify reading errors. As the student reads, the teacher will mark the correct and/or incorrect words on a duplicate of the reading material. Reliability will be checked intermittently by the experimenter (both by audio-tape recordings and *in situ*).

Second, the correct written comprehension responses to questions on the reading material will be measured, one student before and above measures will be taken without delivering consequences contingent on the accuracy of the students' responses in all conditions.

Third, the oral reading behavior of the student in the tutoring session will be measured with a 15 second time sample method for each tutoring session. Since each tutoring session will be tape recorded, this can be accomplished either from the tape or *in situ*.

Fourth, reading achievement levels of the student will be determined by administering a standardized achievement test both before and after treatment.

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Design (see diagram)

A multiple design over subjects and behaviors will be used to verify the effect of peer tutoring procedures and consequences on the oral reading and written comprehension responses of the student. In the oral reading component, each student will be tutored on the reading material by a peer tutor. They will both receive tokens or classroom privileges contingent on the reader performing at or above a predetermined criterion. This will be followed by a consequences only condition for the reader (tutoring will be discontinued). Neither of these treatments will deal directly with comprehension.

Similarly, in the comprehension component, each student will be tutored on the comprehension questions by the same peer tutor as in the oral reading component. As before, both will receive tokens or classroom privileges contingent on the reader performing at or above criterion levels. In addition the reader still will be receiving tokens or classroom privileges for meeting an oral reading criterion level.

This will be followed by a consequences only condition for the reader (tutoring will be discontinued).

PEER TUTORING PROGRAM

PROCEDURES

I. BASELINE

The teacher will:

A. Give the student his reading material for that day one hour before he reads.

B. Read with the student but do not correct him as he reads; however, do provide feedback as to the number of words read correctly.

1. Tape record the reading session.
2. Mark the correct and/or incorrect words on the recording sheet (a duplicate of the student's reading material). Errors include:
    - a) Distortions - This is counted when a gross or partial mispronunciation of a word is made, excluding foreign words.
    - b) Substitution - This is counted when an addition or insertion is made to the reading material.
    - c) Repetition - This is counted when a word is read correctly but is repeated one or more times. This also includes backing up or returning to a previously read word or words.
    - d) Omission - This is counted when a word or words is left out.
3. Suggest to the student to continue reading if after 10 seconds he does not emit a correct response.

C. Give the student the comprehension questions immediately after reading with him and give no aid in completing the questions but provide feedback as to the number correct (The student will read to himself the questions without the reading material present)..

II. TUTOR AND CONSEQUENCES for oral reading

The teacher will:

A. Give the student his reading material for that day one hour before he reads.

B. Inform the student (reader) and tutor before each session that the consequences are in effect. Read to the student and tutor:

"If _________ (student's name) reads ______ % of his words correctly, both of you will receive ______ (number) tokens or may ____________ (classroom privilege) before the day is over."

C. Start the tutoring session which will last 10 minutes. You should give the tutor his instructions sheet one hour before the first session.

The tutor should:
1. Have the student (reader) sound out words that give him trouble.
2. Have the student repeat corrections.
3. If the student skips words or leaves words out tell him the words and have him repeat the phrase correctly.
4. Tell the student when he is reading correctly.
5. Have the student read the assignment as many times as he can.
6. Tell the student the word if he cannot read it.
7. Be friendly and smile.

The tutor should not:
1. Tease or make fun of the reader.
2. Ask him to read faster than is comfortable.
3. Allow the reader to make mistakes without correcting him.
4. Talk about other things.
5. Interrupt constantly; but correct the reader, then allow him to read the whole phrase of the sentence. Then if there is another mistake, correct it and read the phrase or sentence over again.

(First Subject)

D. Give the student the comprehension questions immediately BEFORE reading with him and, as before, give no aid in completing the questions but provide feedback as to the number correct (The student will read the questions to himself and answer them without the reading material present).

E. Read with the student but do not correct him as he reads; however do provide feedback as to the number of words read correctly.
1. Tape record the reading sessions.
2. Mark the correct and/or incorrect words on the recording sheet (use the same definitions as presented earlier).

OR

(Second Subject)

D. Read with the student but do not correct him as he reads; however do provide feedback as to the number of words read correctly.
1. Tape record the reading session.
2. Mark the correct and/or incorrect words on the recording sheet (use the same definitions as presented earlier).

E. Give the student the comprehension questions immediately AFTER reading with him and, as before, give no aid in completing the questions but provide feedback as to the number correct (The student will read the questions to himself and answer them without the reading material being present).

III. CONSEQUENCES (No tutor) for oral reading

The teacher will:
A. Continue as before except the student will not be tutored on the reading material.

B. Inform the student that the consequences are in effect.

IV. TUTOR AND CONSEQUENCES for comprehension

The teacher will:
A. Continue as before except that at the end of the tutoring session, he will give the tutor the comprehension questions on the reading material. Then the tutor will work with the student for 5 minutes on these questions.

The tutor should:
1. Have the student read each question.
2. Have the student find each answer in the reading material.
3. Praise the student if he finds the correct answer.
4. If the student cannot find the correct answer, point out the sentence in which it is found, have him read it, and then, try the question again.

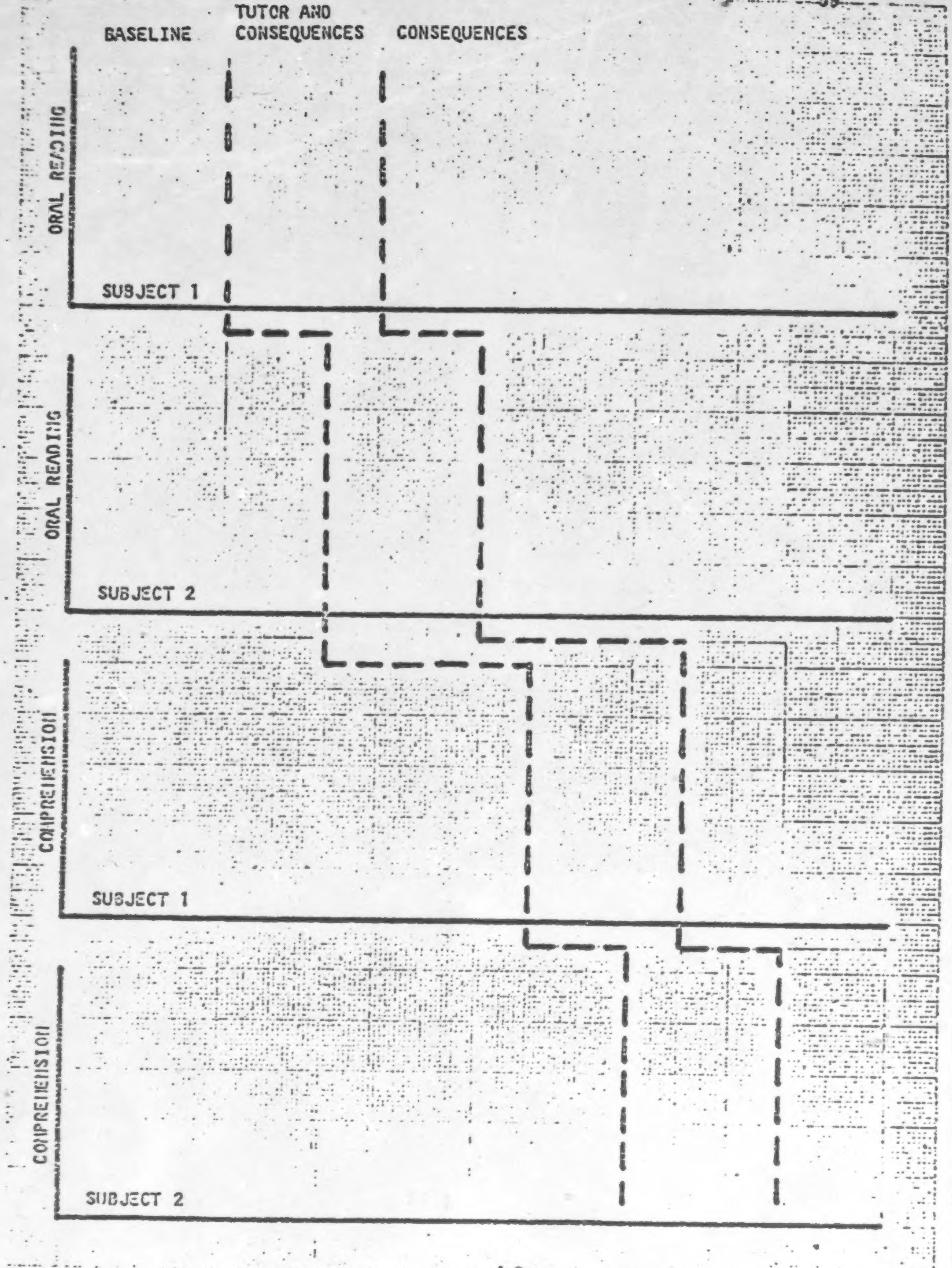
The tutor should not:
1. Tell the student the answer.
2. Tease the student if he cannot find the answer.

B. Inform the student that the consequences are in effect.

V. CONSEQUENCES (No tutor) for comprehension

The teacher will:
A. Continue as before except that the student will not be tutored on the reading material or on the comprehension questions.

B. Inform the student that the consequences are in effect.


BASELINE
TUTOR AND CONSEQUENCES
CONSEQUENCES
ORAL READING
SUBJECT 1
ORAL READING
SUBJECT 2
COMPREHENSION
SUBJECT 1
COMPREHENSION
SUBJECT 2

THE STUDY OF THE EFFECT OF BEHAVIOR ANALYSIS TECHNIQUES ON LISTENING COMPREHENSION OF REGULAR ELEMENTARY CLASSROOM STUDENTS

by

Cynthia Ann Winstead

B.A.E., University of Missouri at Kansas City, 1970

Submitted to the Department of Special
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requirements for the degree of Master
of Science in Education.

Jasper W. Harris

Rodney E. Copeland

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C.A.W.

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Figure One

Mean scores for subjects total initiation of ideas and requests scores for three phases of music.

Phase one - Stimulative - $\bar{x} = .05$

Phase two - Sedative - $\bar{x} = .05$

Phase three - Stimulative - $\bar{x} = .20$

Table One

Summary of data under condition I and condition II of the three behaviors: (1) talking out, (2) standing up, and (3) sitting in the help seat.

Behavior: Talkouts, condition I, 132.3; condition II, 76.9
Standing up, condition I, 52.5; condition II, 44.2
Sitting in the help seat, condition I, 29.1; condition II, 32.6

(Means are group means per 35 minute period.)

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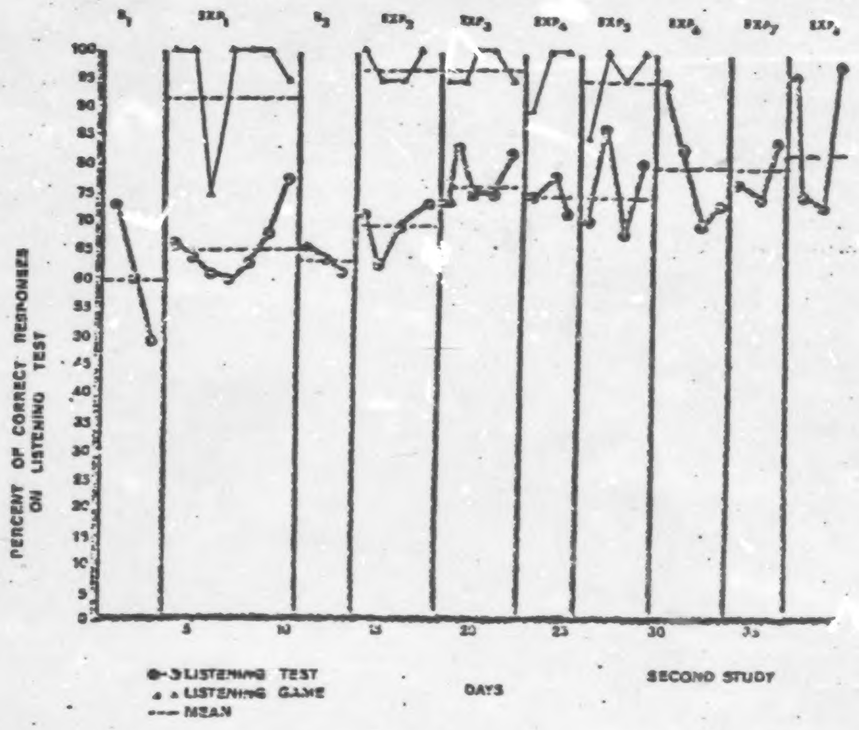

Fig. 2. Mean percentage scores attained on the listening game and listening test by the subjects in the Second Study.

TABLE V

Mean percent on the listening test made by individual subjects in the First Study who increased twenty percentage points or more from Baseline to Phase$_8$.

SUBJECTS	BASELINE	PHASE$_8$
A	55.0	92.0
B	45.0	76.0
C	20.0	46.0
D	47.5	90.0
E	55.0	90.0
F	36.0	66.0
G	40.0	76.0
H	26.6	66.0
I	56.6	80.0
J	30.0	80.0
K	15.0	53.3
L	45.0	80.0
M	30.0	80.0
N	15.0	55.0
O	46.0	78.0

FIGURE 1

MEAN OF SUBJECTS' TOTAL INITIATION OF IDEAS AND REQUESTS SCORES FOR THREE PHASES OF MUSIC

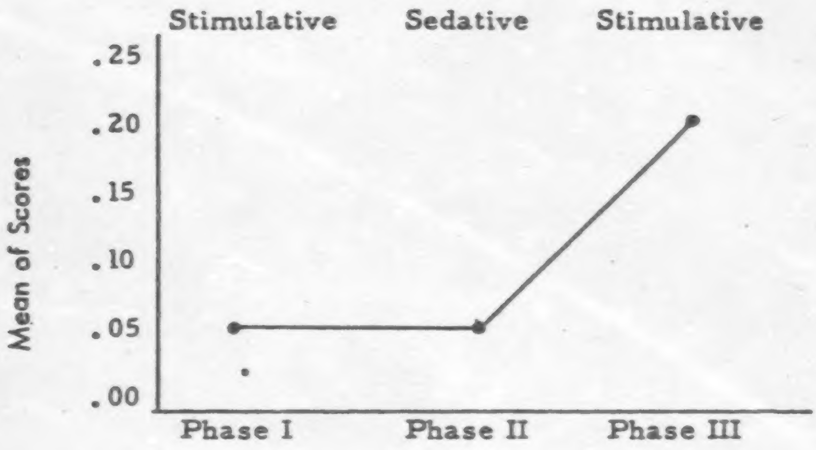

TABLE 1

SUMMARY OF DATA UNDER CONDITION I AND CONDITION II OF THE THREE BEHAVIORS: (1) TALKING OUT (2) STANDING UP, AND (3) SITTING IN THE HELP SEAT

Behavior	Group Mean Per 35 Minute Period During Condition I	Group Mean Per 35 Minute Period During Condition II
Talkouts	132.3	76.9
Standing up	52.5	44.2
Sitting in the Help Seat	29.1	32.6

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